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SCHOOL COMMITTEE

OF THE

CITY OF LOWELL,

FOR THE MUNICIPAL YEAR

1851.



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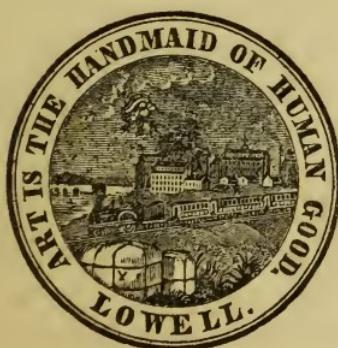
THE  
TWENTY-SIXTH

Annual Report

OF THE  
SCHOOL COMMITTEE

OF THE  
CITY OF LOWELL.

Being for the Year Ending December 31, 1851.



LOWELL:  
S. J. VARNEY, CITY PRINTER.  
1852.

WARD SCHOOL COMMITTEE, JANUARY 3, 1852.

The following Report was adopted as the Annual Report, to be presented by this Committee to the full Board for their adoption.

WILLIAM BARRY, *Chairman.*

JOHN B. McALVIN, *Secretary.*

AGREEABLY to the regulations of the School Board of this city, the Ward School Committee are constituted a Committee on Reports, annually "to prepare and submit to the Board a report on the state of the schools, for the information of the citizens and City Council."

The Ward Committee having attended to the duty thus devolved upon them, submit, for the adoption of the Board, the following

## R E P O R T .

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The past year commences the second quarter-century of the municipal existence of Lowell. Its school-history forms an important page in its annals. Other parts of the Union have long been familiar with the sudden and rapid growth of populous cities. Lowell has presented the first example in Massachusetts. While its first planting was watched with a natural solicitude, heightened by the peculiar experience of the manufacturing communities of the old world, the actual results developed must be looked for with more than curiosity. These results, for a quarter of a century, are now before us. The contrast of its commencement in 1826, and its termination in 1851, are striking — Then, a population of two thousand three hundred souls ; now, of thirty-four thousand — then, some three hundred and fifty school children ; now, over five thousand four hundred — then, six, generally small, district schools, with

as many teachers, kept, for the most part, a few months in the year ; now, a graduated system, from the Primary to the High School, numbering in all sixty schools, kept the entire year, and instructed by one hundred and three teachers — then, an annual appropriation for the support of schools, based upon a valuation of about two hundred thousand dollars, of one thousand dollars, (less than a half-dollar to each individual of the population); now, one, based on a valuation of over nineteen millions, of forty-five thousand five hundred dollars, (exceeding one dollar).

When to this is added, that, within the space of nineteen years,\* a sum, amounting to over one hundred and fifty thousand dollars, has been expended in the erection of spacious and convenient school-houses, we possess a concise summary of the important items, from which may be in part estimated the liberality and efficiency of the public endowments for popular education in our city.

These results, the Committee believe, will be contemplated with satisfaction. That they should have been developed within so short a term of years, a period crowded with numerous and heavy demands for other municipal objects, as well as amidst the rapid and unforeseen advances of our industry, followed by large accessions of new, and often foreign, elements in our population, creating sudden and imperious exigencies, requiring a prompt and energetic administration, reflects honor alike upon the liberality of the public, the enlightened wisdom of the municipal authorities, and the executive energy of the gentlemen early intrusted with the superintendence of the schools. Lowell has been fortunate in this regard, and has honorably associated with her schools the names of some, who have left a more vital impress upon the educational institutions of the city.†

\*In September, 1832, the report to the town of a Committee on school-houses states, that the town, with a population exceeding 10,000, "does not yet own a school-house."

† The Colburn, Edson, and Green Grammar Schools bear names which have been conspicuous upon our school records, from the first planting of Lowell.

A more important question arises: What has been the working, what are now the interior vigor and effectiveness of these liberal appliances? The means of answering these enquiries will be afforded, to some extent, in the statements which follow.

### ATTENDANCE ON THE SCHOOLS.

Of the first ten years from the incorporation of the town, the School returns afford imperfect data of the attendance. Such information as we possess is given in appendix (A.) The following Table exhibits the loss per cent. for the last sixteen years, in the several grades of schools. It is estimated by a comparison of the average daily attendance, with the average number reported as belonging to the schools. \*

TABLE 1. †

Years	High School.			Gram'r Schools.			Prim'y Sch'l's			Tot'l
	Males.	Females.	Tot'l	M.	F.	Tot'l	M.	F.	Tot'l	
1836	21‡	32	28	22	25	23	21	20	20	23
1837	16	29	20	19	31	29	23.5	25	24	27
1838	19	21	20	29	31	30	26	28	27	28
1839	12	16	14	26	25	25	26	31	29	28
1840	10	9	10	25	27	26	25	28	26.5	26
1841	13	17	15	14	19	17	22	23	23	19
1842	12.5	19	16	18	19	19	19	21	20	19
1843	12	14.5	13.5	15.5	16	16	19	23	21	18
1844	10.5	18	15	14	17	15	17	18	17	16
1845	11	24	19	6	20	13	23.5	17	20	17
1846	12	19	15	15	15.5	15	19	21	20	18
1847	12	17	15	12	15	13	17	15	15	15
1748	11	17	15	18	20	19	11	22	17	20
1849	13	17	15	19	21	20	24.5	28	26	23.5
1850	7	22	16	19	21	20	17	21	19	19
1851	11	33	22	23	25	24	22	26	24	23
Av'ge	13	19	16	18	22	20	21	23	22	21

\* For a more detailed account of the attendance in particular schools, see appendix (A.).

† Our School returns, it should be understood, are not always accurate. They present, probably, as favorable a view as the facts would justify. Some uniform, intelligible and precise mode of estimating attendance, is greatly needed.

‡ To give the per cent. in the written tables with greater exactness, the sign plus or minus had been used in connexion with the numbers. The convenience of the printer has rendered it necessary to dispense with these signs, which will account for any fractional errors.

Several facts are noticeable in the above. First, the largest loss of attendance is in the Primaries, viz. twenty-two per cent., to twenty in the Grammar Schools, and sixteen in the High School.

Then, there is considerable excess of loss in *female* attendance; and this excess of loss is greatest in the High School; viz. over six per cent., to less than four in the Grammar Schools and two in the Primaries.

The average loss in attendance in all our schools, for sixteen years, has been twenty-one per cent. annually.\* The highest loss was experienced from 1836 to 1840 inclusive. It was near this period, that the Committee of 1842 made an earnest appeal to the public, on "truancy and irregular attendance," as "the most lamentable evils in our schools." Stringent regulations ensued.† That the effect was auspicious and lasting, appears from the fact, that an almost uniform improvement will be noticed in the above table, to the close of 1847. At this time the loss reached its minimum — less than fifteen per cent.—a result peculiarly creditable to the city.

From that period, the attendance will be seen to have been sensibly on the retrograde, falling away to a loss of twenty and twenty-three per cent. To what causes is it to be ascribed? To inevitable events? to failure in the public or in the schools? to a falling away in the effective administration of our school system? To whatever cause owing, the fact itself deserves serious attention. The loss in attendance in 1849 exceeded by four and a half per cent., and in 1851 by four per cent., any year since 1840. The largest loss, the past year, in the different grades, has occurred in the Grammar Schools.—The loss in the female department of the High School this

\* As affording an imperfect comparison with other cities, it may be observed, that in Roxbury, in 1849, the loss per cent. in primaries, sub-primaries, and intermediates was 19 per cent.; in Salem, in 1850, the primaries and intermediates, about 15 per cent.; in New Bedford in 1850, in the primaries 19 per cent., intermediates 12, grammar 10, high school 10.

† Certificates from the parents were demanded for the restoration of absentees. An absence of five half-days in a term, the causes not certified, involved forfeiture of school connexion.

year exceeded any previous year on record, and is the largest item in the Table, viz: thirty-three per cent.\*

It is to be borne in mind that the loss thus sustained, is the loss, not from *non-attendance*, but from *irregular attendance*. The case is, therefore, all the stronger in its appeal. Near one fourth of the educational outlay by the city is utterly lost, by the neglect of attendance by such as are actually entered upon the school-record, and are bound by its regulations.

From an enquiry instituted by the present Committee, last February, it was ascertained that the two prime causes affecting attendance were sickness and *detention at home*. As an example of the facts exhibited in our Grammar Schools, the Principal of the Colburn School, which reports two hundred and forty-four scholars, as the average number belonging, has received, the past term, no less than one thousand three hundred certificates of absence, of which more than one half occurred through detention by the parents, and not from any physical inability on the part of the children.† Cases have repeatedly occurred to members of the Committee, in which boys were found congregated at the corners of the streets, regaling themselves with cigars or indulging in play, and, on enquiry, it was ascertained that they were out of school by their parents' request, or consent. Of what benefit can be restrictive rules if thus easily evaded? Do our teachers, upon whom the immediate care, in this regard, must rest, practice the necessary vigilance against imposition.

We have spoken of irregular attendance, as estimated by comparing the average daily attendance with the average number belonging to the school.

\* It is just to observe that the schools have been interrupted to an unusual extent, the past year, by the Mechanics' Fair and other public occasions.

† The Committee are greatly obliged to Mr. Walker, in his care to preserve these facts. Of the one thousand three hundred absences, he reports "Kept at home by the mother, four hundred; the father, fifty; company, forty-five; sickness in family, thirty; out of the city, one hundred; work, one hundred and seventy-five; muster, ninety-two; locked out, sixty; storm, thirty; the Fair, sixteen; the Barbecue, nine; various reasons seventy-three; sickness (in person), two hundred and twenty."

The following Table exhibits the loss per cent. by comparing the average daily attendance in all the schools, with the whole number reported as belonging to them during the year.

TABLE 2.\*

	High School.		Gram'r Sch'l's		Primary.		Aggregate number be- longing*	A verage number attendi'g	Total loss per cent.
	Whole No.	Loss pr cent.	Whole No.	Loss pr cent.	Wh'le No.	Loss pr ct.			
1836	164	62	1795	61	1945	60	3761	1544	59
1837	222	59	2203	61	2218	58	4643	1839	60
1838	220	58	2168	61	2617	64	5005	1922	61
1839	246	56	2252	59	2629	65	5127	1932	62
1840	308	49	2610	60	3215	56	5830	2384	59
1841	383	55	2750	58	3491	58	6781	2788	59
1842	401	56	2859	59	3994	64	7094	2875	59
1843	384	53	2850	59	4369	63	7305	2984	59
1844	368	57	2972	58	4667	65	7650	3223	58
1845	424	64	2893	50	4434	57	7446	3117	58
1846	331	60	2863	49	4057	56	7504	3279	56
1847	342	54	2780	49	5176	55	7610	3487	54
1848	391	53	2821	50	6128	55	8256	3807	54
1849	401	52	2945	51	5370	58	8851	3953	54
1850	409	52	3073	48	5627	52	8709	4283	51
1851	381	52	2802	41	5028	55	8734	4347	50
Average, 16 years	56		55		59				57

The following Table exhibits the loss in attendance, during several years, by comparing the average daily attendance, in all the schools, with the whole number of children between four and sixteen years of age, ascertained to belong to the city.

TABLE 3.†

	No. between 4 and 16.	Av'ge daily attendance.	Per cent. at- tending.	Per cent. loss.
1837	3308	1839	56	44
1838	3800	1922	51	49
1839	3995	1932	51	49
1840	4015	2384	59	41
1842	4500	2875	64	36
1843	4700	2984	63	37
1845	4827	3117	65	35
1847	6089	3487	57	43
1848	6318	3807	60	40
Average,	-	-	-	42

† See notes on the next page.

The table preceding this is too uncertain to be made the basis of an exact estimate. The one above given, although liable to correction, (some attending over sixteen,) approximates very near the probable truth. From it, it may reasonably be inferred, that not far from sixty per cent. of the whole number of the children of the city, of an age to receive instruction, are in annual attendance on the schools, creating an aggregate loss of at least *forty* per cent. per annum. The smallest loss occurred in 1842, 1843, and 1845, since which period the loss has been on the increase.

The inference, therefore, would seem to be, that sixty only of every one hundred school children are annually benefited by our schools. This is not strictly true. Not a few attend but for the term of three months required by law, as conditional to their working in the mills. Yet many of our children are neither employed nor at school. The number at labor is too small to account for the large deficiency in attendance. The well-known appearance of our streets is full proof of neglect. A large number, it is certain, must be kept from school, with or without cause, to the irreparable injury of the children, and to the detriment of the public. Is it not imperatively demanded by the public good, that a remedy for this evil should be effectively applied?

Happily, a remedy, in part, at least, has been attempted by the City Authorities. A city ordinance to this effect has just received the approbation of the judicial authorities. It imposes a penalty not exceeding twenty dollars, or imprisonment, not only in cases of acknowledged truancy, but on every child

\* The mode of determining, by our teachers, the whole No. belonging to the schools, exhibits an aggregate much exceeding the possible number of school children in the city. Thus in 1850, 8851 are returned as the whole number belonging to the schools, while the whole number between five and fifteen years of age in the city, is reported by the censors, as 5415. In 1844, the numbers were 7305, to 4700, between four and sixteen years of age.

† This table is given to 1848, for the reason that, subsequently, the census reports the numbers between five and fifteen years of age—thus omitting the number between four and five years—not inconsiderable—attending the Primaries. The whole number between the ages of five and fifteen years, May, 1849, was 5,044; 1850, 5,415; 1851, (including Centralville) 5,432. The average daily attendance for these years, will be found in the table preceding this.

"between the ages of six and fifteen years, who shall not attend school, and not be engaged in any regular and lawful occupation." The passage of a similar law has already operated favorably, the past year, in reducing the cases of truancy; one hundred and six cases only are reported by the teachers at the close of the year.

Yet the law in question, to be of service, must have enforcement; and it must find enforcement, not only in the vigilance and energy of the authorities of the city, but in an enlightened and active interest among the entire public, to give it vigor and effect. No obstacle to the success of our schools will compare with this of irregular attendance. The neglect of school education opens wide the avenues of temptation to every species of vice and juvenile profligacy, especially in a populous city. This city is annually taxed heavily by ignorance and its concomitant evils. Every consideration of humanity and the public-good requires, therefore, that the entire youth of our city should, as far as possible, be brought under the influence of an enlightened school-training. If this cannot be effected without compulsory laws, (and all experience now proves it cannot), let the law be executed. Let the children of neglect find protection in the municipal authority which owes to them its watch and care. This is demanded by the public welfare. In the words of a distinguished American,\* "A MAN WHO CANNOT READ, let us remember, is a being not contemplated by the genius of our institutions."

#### ATTENDANCE OF CHILDREN OF FOREIGN PARENTAGE.

"The non-attendance of foreign children at school," says the Massachusetts School Report, "is assuming a fearful importance." Constituting, as they do, nearly two-fifths of our school children in Lowell, the enquiry in regard to their attendance on our schools, cannot properly be overlooked.

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\* Dr. Wayland.

A generous and enlightened policy, in this regard, was early adopted in Lowell. From its first settlement, large numbers of Irish immigrants had settled near what is called "the Acre." Private charity, at first, provided a school for their benefit. This failing, the town, in 1831, appropriated the sum of fifty dollars to this object. In 1835, three Irish schools were established, which were attended, that year, by four hundred and sixty-nine children, with "a punctuality and regularity," says the School Report of that year, "fully equal to that of our other schools." From that period to the present, the most liberal provision has been made for this part of our population in common with the rest. The establishment of exclusive schools has been yielding to what will be considered a wiser policy. Of the few schools attended only by Irish, some are deserving of the highest praise in point of order, vivacity, and proficiency in study. The quickness, intelligence, and spirit of the Celtic race are easily excited, by a teacher of an earnest, commanding, and enlightened character.

The Committee refer to the appendix "B" for some information which they have carefully prepared, regarding the foreign attendance in our schools.

From a census taken June 11, 1851, it is ascertained, that, of the five thousand four hundred and fifteen children reported between five and fifteen years of age in the city, one thousand nine hundred and ninety-five, i. e., thirty-seven per cent., were born of foreign parents. The returns of the teachers do not enable us to ascertain the average number of such attending school. The only estimate we can form is, by a comparison of the whole number between five and fifteen years of age, reported as belonging through the year, viz: six thousand nine hundred and ninety-two,\* with the whole number of foreign parentage belonging, of the same age, viz: two thousand five hundred and fifty-seven. This shows a ratio of thirty-six

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\* The excess of this number over the whole number returned by the census, indicates an evident error in the established mode of estimating the whole number belonging, in the teachers' returns. This error greatly embarrasses all statistical enquiries.

per cent., while that of the census was thirty-seven per cent. This estimate is undoubtedly imperfect. It approaches, however, very near the proportion indicated by the census — the difference being only a fraction of one per cent. Such a result, even if approximately correct, must be gratifying to the public. It indicates a better relative attendance of this class of our children than the most favorable conjecture could have supposed. Nor is the attendance of such at school, in all cases, in point of regularity, inferior to that of our native children. From personal enquiry of some of the principals of the Grammar Schools, it has been ascertained, that while in some the irregularity is greater among the foreign children, in others, it is less. The Committee deem worthy of this particular notice, a result so commendable to the foreign population of the city. It reflects favorably upon the enlightened and liberal spirit in which our school system has been administered. Great defects and irregularities, however, it must be remembered, still exist, especially in the younger schools, requiring vigilance and energy from the authorities entrusted with the direction of the schools. No greater benefit, probably, can be conferred upon this interesting part of our population, than by furnishing for them teachers of superior ability and devotedness. As is the teacher so will be the school.\*

### GRADES OF SCHOOLS.

The abolition of the old district system, in 1832, was followed by the adoption of distinct grades of schools; a plan commended, in universal experience, by its economy, simplicity and effectiveness. Until the past year but three grades have been recognized here, viz: the Primary, Grammar, and High Schools. The School Report of 1849, first recommended a

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\* Of the pupils of the Grammar Schools, twenty-five per cent. are of foreign parentage; of the Primaries, forty-three per cent.; of the Primaries and Intermediates, forty-six per cent. There has been a gradual increase of the foreign element in our schools, now having reached, it will be seen, in the lower grades of schools, near one-half. In the city of Boston, the pupils of foreign parentage constitute the larger number in the Primaries.

fourth, intermediate between the Primary and Grammar Schools. The subject was considered in 1850, but not reported upon. Early the past year, a Committee was appointed for its consideration, resulting in an extended report, in March, by Dr. N. Allen, which was accepted and printed, and the following was ordered by the School Board.

"Ordered, that the Ward Committee be authorized to convert one or more Primary Schools into a class of schools called Intermediate, to be composed of scholars of eight years of age and upwards, belonging to the Primaries, who are not qualified to enter the Grammar Schools."

Circumstances favored the change. The Grammar Schools were generally in a crowded condition. Enlarged accommodations seemed indispensable. The inconvenience of associating older and backward children in the Primaries was sensibly felt. The plan proposed furnished relief in the best form. It would remove the older scholars from the Primaries, at the same time relieving the Grammar Schools of their younger classes. It would render needless a new Grammar School, while it would cause no increase in the number of the schools.

In effecting this design, the lower story of the Mann School house was immediately fitted. Primary No. 11 was removed to a vacant room on Cross street, and No. 21 was converted into an Intermediate School, called No. 1, the 15th of April, on which day Miss Laura E. Legate, an experienced and accomplished teacher, was elected Principal. The school was opened April 25th, with over one hundred pupils.

During the same month, Primary No. 13, under the Moody School, was converted into an Intermediate, No. 2, and was duly opened, April 21, Miss Mary Gilles, the intelligent teacher of that school, being retained as Principal. About eighty scholars, from the Primaries in Belvidere, were in attendance the first term.

A third Intermediate school was ordered July 14th, to be formed of Primary No. 24, under the Green School-house, and was commenced September 1st, with over one hundred

pupils, under the charge of Miss Mary A. Beard as Principal. Both the ladies last named have long been favorably known as among our most successful educators.

Previously to this, early in June, a Committee having reported upon the urgent need of additional enlargement and recitation rooms under the Mann, Moody, and Green Schools, for the accommodation both of the Grammar and Intermediate Schools, as well as of the writing rooms in the last two named houses, the proposed alterations were ordered and carried into effect during the summer vacation. These changes were accomplished greatly to the convenience of the schools. In point of neatness and taste, the rooms will bear favorable comparison with similar ones in any other city.

While the internal condition and improvement of these schools will be noticed hereafter, the Committee cannot forbear to add, in this connexion, that the limited experience already had, justifies the change. Its economy is beyond question. So crowded had been the three Grammar Schools, now relieved, that the establishment of another Grammar School had been seriously meditated. The mere salaries of the teachers of such a school impose an annual charge of fourteen hundred and seventy-five dollars, and this for the education of about two hundred pupils. One half the number of these same pupils are now as well, if not better, instructed in an Intermediate School, at a cost of only five hundred dollars per annum.

Then it is worthy of notice, that some forty pupils in each of these schools have the privilege of instruction in writing, an important advantage, especially to such (and they are not few) as may never enter a Grammar School, while, also, the earlier pupils commence writing the better. These benefits are, moreover, thus extended without any additional charge to the city.

It is to be remembered, that in establishing these schools, the Committee have not sought simply to make provisions for the older and less informed children of the community. They

believe that by giving them *rank* and *character* as a distinct and important *grade* in our school system, they may hold a valuable place. They would present a motive for advancement or promotion to the pupils of the Primaries, while they would serve to raise the scholarship of the Grammar Schools. The different result of interposing a new grade, above or below the Grammar Schools, is obvious. The former would at once tend to depress, while the latter must contribute to elevate that class of schools—the class on which, after all, the public must place chief reliance, for the intellectual advancement of our youth.

It now remains to prescribe the regulations for admittance into these schools, and the compass of study to be pursued. This subject is of great importance, and is commended by the Committee to their successors. The more perfect classification of the public schools of a city is a subject awakening general attention. In some communities, as in Cambridge, a grade inferior to the Primary, called the Alphabet, (its name significant of its character,) has existed for some years. The arrangement, at once, commends itself wherever several primaries are contiguous. The principle of the division of labor holds good in schools, as in mechanical industry. One might as justly demand that all the operations of carding, spinning, and weaving be carried on in the same room, and by the same hands, as insist that children of different ages and attainments should go to the same school, and be instructed by the same teacher. Undoubtedly the necessity of a wider classification will show itself more plainly, the more vigor, life, and method are imparted to our schools. What a school system requires is, that it should be systematic; that each grade, from the lowest to the highest, be distinctly marked, and afford a thorough preparation for each advanced grade. On no subject can the public better employ their highest wisdom, than in maturing the most perfect method in this regard, combining unity of plan, with the highest possible exactness in the successive steps of its develop-

ment. The difference between a perfect and an imperfect system, is often the difference between order and confusion.

Before proceeding to set forth the interior condition of the schools, the Committee would here notice some events and changes which have marked the year. And first, of the

### ANNEXATION OF CENTRALVILLE.

This event took place Feb. 23; soon after which, a special meeting of the Board was convened by the Mayor, on March 7, to consider the exigency. The Ward Committee having instituted immediate enquiry into the number of schools required, a recommendation was made to the City Council, for the establishment of one Grammar School and three Primary Schools; the former to bear the name of the "Varnum School," from respect to the memory of General Joseph Varnum, of Dracut, the primaries to be respectively numbered 47, 48, 49.

By the prompt action of the City Government, the above recommendation was carried into effect, by a resolution passed March 25, for the establishment, from and after April 21, of a "Grammar school, in the upper room, in the school-house on Chestnut street," and also of three Primaries, "one in the lower room in the school-house on said Chestnut street, one in the brick school-house on Tremont street, and one in such suitable room, near said brick house, or in some other central and convenient place, as the School Committee may be able to hire."

The houses and required rooms were at once fitted, and the schools opened — the Grammar under the charge of Mr. A. W. Boardman, a recent graduate of Harvard College, as Principal, and Miss Elizabeth Calef as Assistant; Primary No. 47, under the instruction of Miss Sarah H. Hale; No. 48, of Miss Martha J. Hanscomb; and No. 49, of Miss Mary E. Ordway, all of whom had been duly elected by the Board.

In the months of August and September, a new school-house was erected on Fourth street, for primary No. 49, in which there now remains vacant a school-room, which will, probably, require to be occupied in the spring.

The changes thus made, although involving less expenditure than was feared, required an addition of some five thousand dollars to the school appropriation for the year. The result has been auspicious. All the schools have started well, and the Primaries have been crowded. The moral effect of extending our school system to a neighborhood, always identified, socially and industrially, with the city, cannot but reward fully the outlay.

#### CHILDREN IN MANUFACTURING ESTABLISHMENTS.

The statute of the Commonwealth forbids the employment of any child, "under the age of fifteen years, in any *manufacturing establishment*,"\* unless such child shall have attended some public or private day-school, at least one term of eleven weeks, of the twelve months next preceding the time of such employment, and for the same period during any and every twelve months in which such child shall be so employed."

The regulations in this regard are particular and strict. Certificates of the attendance required are to be "sworn to" by the instructor, and the conductors of the manufacturing establishments must "obtain and *preserve*" such certificates. It is then made the "special duty of the School Committee, in the several towns and cities," to prosecute all violations of the law.

An additional enactment, prohibiting the employment of any child under the age of twelve years in any manufacturing establishment, more than ten hours in one day, is also placed under the special cognizance of the School Committee.

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\* It will be observed that the statute makes no distinction between incorporated and unincorporated establishments.

Although more than fifteen years have elapsed since the original passage of the above law — a law applying with particular significance to Lowell — the Committee are not aware that any official enquiry has been instituted, in regard to its general observance or violation. None such, at least, appears in the reports of the School Committee. Thus much, however, has been done. Teachers have been required to keep a record of the certificates given by them respectively. These have, for several years, been annually reported to the public, in connexion with the School Report. As it may possess some interest to the public to review the facts thus preserved, the Committee present an embodiment of them in the following.

TABLE 4.\*

## OF CERTIFICATES ISSUED IN ORDER TO ENTER THE MILLS.

Years.	High School.			Grammar School.			Primary School.			Aggregate.		
	Males	Fem.	Total	Males	Fem.	Total	Males	Fem.	Total	Males	Fem.	Total
1838	.....	.....	....	65	127	192	11	22	33	76	149	225
1839	1	3	4	76	125	201	23	39	62	100	167	267
1840	....	2	2	68	134	202	44	63	107	112	199	311
1841	4	4	8	96	151	247	35	53	88	135	208	343
1842	....	....	....	27	82	109	9	27	36	36	109	145
1843	1	....	1	12	32	44	3	10	13	16	42	58
1844	1	....	1	18	17	35	....	6	6	19	23	42
1845	2	1	3	46	56	102	6	21	27	54	78	132
1846	5	8	13	71	70	141	12	19	31	88	97	185
1847	5	2	7	69	109	178	22	29	51	96	140	236
1848	3	....	3	87	89	176	21	25	46	111	114	225
1849	4	3	7	69	69	138	27	34	61	100	106	206
1850	1	....	1	78	42	120	24	23	47	103	65	168
1851	1	....	1	97	55	152	20	13	33	118	68	186
Total,	28	23	51	879	1158	2037	257	384	641	1164	1565	2729
							Intermediates, 1851,			7	3	10
							Grand- Total,			1171	1568	2739

From the above table it appears, that during the period of fourteen years, two thousand seven hundred and thirty-nine certificates (six per cent. of the average number daily attending the schools) have been granted from all the public schools, viz : one

\* For further details of the Grammar Schools, see Appendix "C."

thousand one hundred and seventy-one males, one thousand five hundred and sixty-eight females ; affording an average of near one hundred and ninety-six yearly. The largest number granted was in 1840, viz : three hundred and eleven ; the smallest number in 1844, viz : forty-two. The High School has issued less than four a year ; the Grammar Schools near seventy-three per cent. of the whole number. The number granted to females is fifty-seven per cent. of the whole.

With the belief that more was demanded of the School Committee, in the full discharge of their duty, the Ward Committee proposed to the Board the past year, to institute a full enquiry among all the "manufacturing establishments" of the city, in regard to the observance of this law. The measure was adopted, and the Sub-Committees of the Board, for the respective wards, were charged to enquire into, and report the facts within their jurisdiction.

The several Committees reported in December, and exhibited a result highly creditable to the incorporated companies. From the larger corporations of the city, no cases of infraction were reported. But few or no children under the age of fifteen were found in the employ of several. In such as did employ them, the necessary vouchers were carefully preserved, and readily shown. In one establishment in Belvidere, nine children — six boys and three girls — were found employed, for whom no vouchers could be shown, or had been demanded. Upon assurance of their immediate discharge, the Sub-Committee thought it proper not to recommend a prosecution, unless the violation should be repeated. In another establishment in the city, some twenty under fifteen years of age were found to have been annually employed, but no vouchers could be produced. The certificates were alleged to have been destroyed. This, however, cannot alter the legal liability of the parties.

The Committee would call the public attention to the importance of a proper and regular oversight, by the School Committee, of this matter, with which they are charged as a

"special duty." Complaints by private individuals of infraction of the law, it is understood, have been formally rejected by the courts, because not emanating from the "School Committee." So important an enactment should not be rendered inoperative by the inaction of the constituted authorities, most of all in the city, which takes precedence of all others in the Commonwealth, in the extent of its manufacturing industry. The knowledge by the public that the provisions of the law are vigilantly guarded, will be the surest guaranty against their violation.

One point needs to be noticed, before dismissing this subject. The only schools authorized by the Statute to confer certificates, are such "where instruction is given by a teacher qualified according to law to teach *orthography, reading, writing, English grammar, geography, arithmetic, and good behavior.*" This enumeration of studies is significant. It indicates the intent of the law. Does it not clearly restrict the power of conferring certificates to the Grammar and High Schools, where alone this whole compass of studies is attended to? English grammar is pursued neither in the Primary nor Intermediate Schools. The fact should be borne in mind, especially as the practice of giving certificates from the Priunaries has extensively prevailed. Near one-fourth of the whole number granted, viz : six hundred and forty-one, have been from these schools. If such have no validity in law, it is for the interest of the public to be apprised of it.\*

### SCHOOL AT THE POOR FARM.

The attention of the Board was called to this subject, the past year, by the Ward Committee. The statute provides, that the School Committee "shall have the general charge and

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\* Facilities should not be afforded for the evasion of a law, so evidently promotive of the public good, as is this. It is to be regretted that not a few cases exist, in which children are taken from school, without urgent necessity, for the sole end of profiting by their labor.

superintendance of all the public schools."\* Does the school at the Poor Farm, therefore, fall under the superintendance of the School Board.

It appears from the Records of the School Committee, that the first movement towards providing a school at the Poor Farm, was made November 20, 1837,—fourteen years since. It originated with the School Committee of that year, who proposed to the Overseers, "the opening of a school there, in case a suitable room could be furnished for its accommodation." The report proceeds to say, that the proposal was readily acceded to, "and a school under the supervision of the Committee was commenced." It had forty-six pupils daily.†

That school, with occasional suspensions, still exists, although it has ceased to be under the superintendance of the School Board. Its importance cannot be questioned. The children of the Poor Farm have the same claim upon free, public instruction as all other children of the community. They must be provided for, either at some other public school, or by a particular school, as convenience or the public good may prompt. The present arrangement will, undoubtedly, be approved, as the best the case allows. It is believed that the authorities of the city have regarded this establishment with uniform interest and care.

The enquiry, however, is not unimportant, in what light is this school to be regarded. How does it stand related to the free schools of the city, into which many of its pupils must, at length, enter? How far does the statutory law control and regulate it?

Under the influence of these considerations, the subject was submitted by the Ward Committee to the full Board, December 2, by whom it was promptly considered, and the subject

\* Revised Statutes, Chap. 23, Sec. 10.

† It will not be improper to state, in a note, that the school now numbers over fifty scholars. Its teacher is appointed by the City Authorities, with the salary of a Primary Teacher, paid out of the appropriation for the Poor Farm. The services of the present incumbent are understood to have been highly satisfactory.

was referred, for his written opinion in full, to the City Solicitor. His opinion was rendered on the 15th of that month. From it, it appears, that he regards this school as "a private school, supported, it is true, at the public charge, but for the private benefit of the pauper children of the city."\* Upon the report of this opinion to the Board, it was thought proper, after some discussion, that the further consideration of the subject should be postponed.

### SEWING IN THE PUBLIC SCHOOLS.

This subject first appears in the Report of 1849, at the instance of "a number of respectable ladies, asking that sewing may be taught in the Primary Schools." No action ensued; but the subject was recommended by the Committee to their successors.

A similar petition, from ladies, the past year, asking permission to introduce needlework, simply as an experiment, for that term, in the Grammar Schools, was accompanied by the tender of their personal services. The Committee thought it proper so far to yield, as to "authorize the several Sub-Committees, at their discretion, to permit the introduction of needle-work — limiting the time to two hours in each week — provided the same could be done, without detriment to the schools."

The experiment was commenced in several of the Grammar Schools, where the teachers properly assisted the object. The classes were instructed in the writing-room; and at the close of the term, specimens of work were exhibited, showing favorably the improvement possible, even with the limited instruction of a few weeks.

Novel as its introduction in our schools may seem, its necessity, in our cities is becoming so apparent every year, that

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\* That the opinion of the City Solicitor may be fully understood, justice to him renders it proper that it may be seen in full. See Appendix "D."

attention to it has become inevitable.\* In no community can it be more recommended to public consideration than in a manufacturing city, where the constant employment of many mothers, in the mills or in boarding-houses, precludes almost the possibility of suitable attention to it at home. The School Committee of Boston report, (April 1851,) that, in all the schools in that city, "one thousand six hundred and eighty children are taught to sew," and they express the earnest hope, that "the industrious habits which it tends to form, and the consequent high moral influence which exerts upon society at large, may cause its introduction more extensively in all their schools."

In answer to questions forwarded, the last winter, to all the Primary teachers, it was ascertained, that in four only, of the forty-six Primaries, is needle-work taught at all; and in these but seldom, or at recess. In reply to the question whether it is practicable to introduce it, twenty-two answered in the negative; several reported favorably of it.

The Committee commend this subject to continued consideration, on the ground, not only of individual humanity, but of the public good.†

## PHYSICAL EDUCATION.

This subject, though fast assuming, in all educational systems, somewhat of its just importance, yet needs to have much prominence given to it. It involves the construction, warming, and ventilation of school-houses, the physical habits of scholars in school-hours, instruction in physical science, etc. While

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\* In Philadelphia, (1849) plain needle-work was permitted in the girls' schools, one afternoon in each week. In Cambridge, (1850) it was allowed in the Alphabet and Primary Schools, at the discretion of the teachers, with the advice of the Sub-Committee, not to exceed one hour each day. In Salem, (1850) sewing and knitting were permitted and practiced in the Primaries.

† The hitherto proverbial reputation, for thrift and industry, of New England families, should not blind us to actual changes in the domestic habits of the community. "Of one hundred females," says a late Charity Report in Roxbury, "who have received employment, more than one half needed instruction, even to do the coarsest work." Beggary and inefficiency, — the fertile vices of cities — are the usual results of female ignorance.

physical training has been reduced by modern improvement, to the exactness of science, the remark of a distinguished medical writer,\* is hardly an exaggeration, that "on no other subject connected with the interests, happiness, and longevity of man, is the darkness of ignorance so profound and universal." In confirmation of this, is the fact, that, a few years since, of one hundred and fifty thousand scholars in the public schools of this Commonwealth, only four hundred and sixteen were pursuing the study of human physiology ; and the Board of education have accordingly sought to " vindicate its title to the first rank in our schools, after the elementary branches."

Happily, in Lowell, this study is now incorporated fully in the course of all our Grammar Schools. All candidates for teachers, of every grade of schools, are required, by law, to submit to examination in this branch of knowledge.

Yet undoubted defects exist in the management of our schools and school-houses. Our teachers are not always informed. Our system of ventilation, although it has involved a liberal expenditure, is still imperfect, and the infractions of the established laws of health, in our schools, are not infrequent.

On some ten questions, regarding this subject, reports were required, early the present year, to be rendered by the Sub-Committees of the several schools.† In the replies to these, the Committees reported the ventilation as defective in seven out of nine of the then Grammar Schools, and in forty of the forty-six Primaries.‡ While thermometers were reported as existing to regulate the temperature in all the Grammar Schools, of the forty-six Primaries, thirty-nine were found entirely unprovided, and still remain so. In reply to the question, whether physical training is attended to, from the nine Grammar Schools, six were reported in the negative ; from the

\* Dr. Griscom, of New York.

† See Appendix " E."

‡ By the changes in the Mann, Moody, and Green School-houses, for the Intermediates, the worst ventilated school-rooms in the city were got rid of.

forty-six Primary Schools, twenty-four only in the affirmative. "Change of posture" and "active exercises," so essential in schools of young children, although generally provided for, were reported as unsatisfactory in more than one-fourth of the Primaries.

While the study of physiology, in the older classes of the Grammar Schools, seems now to be generally pursued, in the male department of the High school, it receives but a small fractional attention. But five per cent. of the whole number in that department studied it, the present year, to fifteen per cent. in 1850, and four per cent. in 1849. In the female department, forty per cent. of the whole number attended to this study, in 1851, to twenty-four per cent. in 1850, and thirty-eight per cent. in 1849. The result of introducing this study into our schools, both as regards the interest it is suited to awaken, and the valuable practical information it imparts, has been completely satisfactory, and justifies the hope that it will continue to receive the watchful attention it merits.

The whole subject of physical education can not be overlooked in any enlightened system of education. Teachers should be required to possess a knowledge of its principles as indispensable. The habits of the school should be closely inspected. The order of the school shou'd be intelligently varied, both as regards recess, and the alternation of the exercises, so as to conform to the established laws of natural and healthful developement. The connexion of physical comfort and health in the scholars, with intellectual vigor and vivacity, and with the order and moral improvement of the school, is apparent as a fixed and inviolable law. While restlessness, stupidity, or positive disorder will always be found in ill-ventilated rooms, and under teachers ignorant of physical laws, and incompetent to understand and to meet the physical wants of childhood, under teachers properly enlightened and sagacious, the ordinary occasions of disorder and mischief are often quickly removed by slight expedients. A very large

proportion of the cases of discipline in schools are primarily owing to the neglect or violation of physical law, for which the teacher or the public is in fact responsible, not the child. Nature rebels and the rod follows. The observance of the laws of physical health is peculiarly imperative in cities, where children spend so large a portion of their conscious existence in the school-house.

So important has been deemed the subject of ventilation of school-houses, that, during the past year, the Board, at the suggestion of the Ward Committee, early appointed a Standing Committee upon the subject. It was hoped this Committee would institute extensive enquiry into the subject, collecting information from the experience of other cities. The subject has not been overlooked, although no distinct report was made. The Committee would earnestly commend the subject to their successors in office, and to the attention of the public, as one of primary importance to the welfare of the public schools.

#### INTERNAL CONDITION OF THE SCHOOLS.

The primary objects of all education are the development of mind and the formation of character. The efficiency of every school system is tested by its success, or evident tendency in these directions. These can be ascertained only by careful and minute examination. They can be known to the public only by setting before them, in full, all the important facts and results. The visitations of committees and the public, heralded by notices, preceded by the notes of active preparation, and accompanied by the marshalling of pupils for exhibition and display, have long been exploded as tests of thorough scholarship, and effective teaching in schools. It was a wise forecast in those who framed our laws, when they required that the visits of the School Committee should be made "*without giving previous notice thereof to the instructers.*"

Every community should be made acquainted, by those in charge of their schools, with their *interior condition* and *working*; and this, not through public exhibitions, which, however desirable, attractive and gratifying, must needs be imperfect criteria; but by clear and well ascertained facts, *developed by the schools themselves*. Indiscriminate praise is just, neither to the schools, the teachers, nor the public. What the true interests of the community require, is the fullest exhibition to the public eye of the *schools as they are*. To effect this, examinations must be thorough, fair, and impartial. The uniform experience of our most enlightened cities now concurs in approving such examinations as, by showing the attainments of all the scholars, in all the studies, will exhibit a true picture of the school itself, by its own showing.

There are several dangers incident to all schools, especially in cities. The first is the danger of *routine*, of a mechanical teaching, void of life, vigor, and thoroughness—the set question and answer, the verbal recitation, the unintelligent conning of lessons.

A second is, the temptation to showy and superficial attainments, the aim to make display, at whatever cost of sound acquisition and effective culture.

A third is, of concentrating time and labor upon a part of a school, to the disparagement of the rest, or upon particular studies, to the prejudice of others.

How shall it be known how far these dangers exist and are active in our schools? By facts alone, developed by the schools themselves.

In all intellectual culture, two ends are to be had in view; first, the imparting of knowledge; second, the cultivation of mind and training it to vigorous action. The last must ever have the priority. Rote-teaching alone is insufficient. Mental clearness and power are only formed by study well-directed, knowledge understood, and principles made clear. The mere recitation from verbal memory, without tasking the mind in

its comprehension, is best compared to the teaching of parrots. It is the mimicry of learning.

What we need in the training of public schools is not words, but *thought*. Verbal acquisition is transient ; held to day, lost to-morrow. It is thought, ideas, only, which live, and move, and have an enduring being. It is these which are to mould our youth into men of sense, of clear perception and sound judgment, equal to the practical demands of life.

The teacher who best wakens mind, inspires and educes active, intelligent, earnest thought in his scholars, most fully realises the great ideal of an educator. And the teacher who is incompetent to effect this, is misplaced in the charge of young and plastic elements of society.

The difference between good and poor teaching, in this regard, is world-wide. It is the difference, in a school, between liveliness and stupidity, cheerful study and reluctant, obedience and insubordination, good attendance and truancy.

Impressed with these views, the Ward Committee, at the commencement of the year, instituted a careful enquiry into the then existing condition of all the schools. At its close, they made personal examination, without notice, into their relative state and attainments. Of these they propose to exhibit, in full, the results.

The former enquiry was of a two-fold character. First, the Committee provided a series of some seventy printed questions, touching the important points of enquiry, upon which answers were to be rendered by the respective Sub-Committees, in writing, from every school in the city. Of course, the value of the results must be dependent upon the vigilance and care with which they were sought. Such as they are, a summary of them, in connexion with the questions proposed, will be found in the Appendix (E.) Secondly, a vote was passed to visit, in full committee, each of the Grammar Schools, and the two departments of the High School. These visits were made, without notice, and proved of service to the schools, in the nat-

ural impulse given by the presence and enquiries of the entire Committee ; and to the Committee, by unfolding, at an early stage of their official duty, a fuller view of the relative order, spirit and movements of the respective schools.

While the Committee found much to commend, they were struck with evident deficiencies ; and while their duty calls them to bestow commendation where it is due, they feel that a candid detail of undoubted defects is alike due to the schools and to the public.

The most prominent defect — pervading, with a few exceptions, nearly all the schools, of every grade, was the neglect of elementary instruction, particularly in reading and the cultivation of the vocal organs. No well-conducted school, at the present day, can overlook this. Yet, in many of the schools, there existed no chart or other means of teaching the elements of reading, than the spelling-book. Where charts had been provided, they were often disused, and, in some instances, found covered with the furniture of the school-room. The knowledge of punctuation, abbreviations, and other rudiments was, with some creditable exceptions, found defective, and to a considerable extent. The teachers of the different grades referred the deficiency to imperfection of training in the inferior grades, the principals to the assistants.

In view of this state of things, the Ward Committee, on the 12th of February, passed the following order, viz :

“ Ordered, by the Ward School Committee, that the Principals and Assistants of both departments of the High School, and of the respective Grammar Schools, and also the several teachers of the Primary Schools, be notified by the Secretary, that regular and due attention is expected to be given, in all the departments of the public schools, to the exercise of the scholars in punctuation, abbreviations, the sounds of the letters, including the exercise and training of the vocal organs, and the practise of the elements generally of good reading, as also in the Multiplication Table ; and that exercises therein shall not be considered as superseded by the other regular studies of the school.”

The effect of this action is believed to have been favorable in many of the schools. Charts, containing a classification of the sounds of the letters, were subsequently furnished to all the Primaries, and care was taken to ascertain their proper use. It is hoped that this important part of elementary education will continue to receive prominent attention.\*

A second deficiency, developed by the visits of the Committee, was found in *oral teaching* and *illustration*. No truer test of enlightened teaching exists than this. In all schools it is requisite. In schools for young children, it is the prime thing. The Committee could name some beautiful examples, in our Primaries and Intermediates, of successful oral teaching. They would be found in what are known and esteemed as our best schools. But the deficiency was observable to a considerable extent, both in the Grammar and Primary Schools. In geography, for example, while many of the scholars could readily answer some questions from the text-book, very few, in many of the Grammar and Primary Schools, were able to indicate the points of the compass from the school-room, or to point to the localities, or name the distance of familiar and important places. Yet these are the very rudiments of Geography and are as indispensable to a practical knowledge of that science, as the Multiplication Table is in mathematics. The enquiries of the Committee had reference chiefly to our own State and country.

In the study of Arithmetic, it was matter of interest to ascertain the extent to which its *principles* were taught and explained. While the Committee were satisfied that the Teachers of the Grammar Schools aimed to fulfil their duty in this respect, the actual knowledge of them exhibited by the pupils was less satisfactory. Evidence will be afforded, hereafter, that the impressions of the Committee, in this regard, were not without cause.

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\* It is found that while in our schools the sounds of the vowels are taught, the *application* in the *analysis of words*, is generally neglected.

In noticing these defects, the Committee deem it but justice to add, that these preliminary visits afforded gratifying examples of diligent and laborious teaching, and of good order in our schools.

In proceeding to set forth the details of the year's experience, it will be proper to speak with some definiteness of the several grades of schools.

### PRIMARY SCHOOLS.

These schools are primary, not in respect to the age of their pupils only, or their grade in our school system ; but in view of their number, influence and possible agency, they are primary, as the nursery demands a more careful and watchful tillage than the orchard. Embracing forty-six of our sixty schools, attended by more than one-half of our five thousand school-children, stamping the first and the most lasting impressions upon the tender and susceptible mind of trusting childhood, they should be first and last in the cherishing regard of an intelligent public. "Any one has been thought competent to teach a Primary School." No class of our schools more needs teachers of unquestioned merit, high devotednesss, exact and generous culture.

The whole number of scholars reported as "belonging" to our forty-six Primaries, the past year, has been five thousand and twenty-eight,\*—the average number belonging, two thousand nine hundred and thirty, with an average daily attendance of two thousand and eighty-three, making a total loss in attendance of near twenty-three per cent. The average number belonging to each school is near sixty-four, with an average daily attendance in each of forty-nine.

It is worthy of notice, that just half the schools exceed, in

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\* This number, it will be remembered, is found by a process, which largely overstates the real aggregate of different scholars. For particulars of these and the other grades of schools see the close of the appendix.

their *average daily attendance*, the number of fifty, limited by the statute for instruction by one teacher. Thus eight of the schools return an average daily attendance of sixty to seventy; fifteen schools an average of fifty to sixty; fifteen an average of forty to fifty; seven an average of thirty to forty; and one school, (No. 31) an average of eleven scholars. The Committee are of the opinion, that the propriety, either of discontinuing, or changing the location of the last named school, is deserving an early consideration by their successors.

The number of Primaries attended exclusively by foreign children is eleven, reporting one thousand one hundred and ninety-six as the whole number belonging; six hundred and sixty-eight the average number belonging, and an average attendance of five hundred and twenty—exhibiting a loss in attendance of near twenty-three per cent;—the *general average of all the Primary Schools*.

It was the early care of the Committee to inquire into the condition of these schools, as forming the basis of our School system.

Their compass of study, as fixed by the Regulations is, the “Alphabet, Reading, Spelling, Numeration, the Lord’s Prayer, Abbreviations, Arithmetical Tables, Punctuation, the first three sections of Colburn’s First Lessons, and Mitchell’s First Book of Geography.”

The deficiency of these schools in the sounds of the letters, and vocal training, has been before noticed. In most of them no chart for teaching these existed or was in use. That want has been supplied; and this exercise, so indispensable to good reading, without which distinct articulation and power of voice cannot be looked for, is now generally, and it is hoped, successfully pursued. The work, however, it will be remembered, is but begun.

Again, the Committee discovered, that not a blackboard, within a child’s reach or use, existed in a single Primary; although a drawing-table was found in a few schools. Such as

were found were exclusively for the Teacher. The utility of blackboards to the young child in learning to write, draw, &c. is unquestionable. Once in use, no intelligent Teacher will dispense with it. This want has been supplied, the past year to every Primary ; and many of the Teachers have acknowledged its aid in governing the school. It furnishes a reward and useful diversion to the pupils, who draw maps and pictures, print the letters, and make their first essays in writing. No article in the school-room is as useful. It has relieved much of the dullness of the school-room. It has caused a very general introduction of drawing—a most useful acquisition to be commenced early—in a large number of the schools.

No difference among these schools was more marked, than as regards the *life* and *interest* of the school. For this the teacher must be held responsible. The intelligent, ingenious, and devoted teacher, can never fail of making study attractive, and awakening that vivacity and enthusiasm so delightful in a school of young children. To aid this object, nothing is to be more scrupulously avoided than a dull and lifeless routine. Variety of exercise, and the frequent resort to oral teaching should never be dispensed with. The teacher must herself be progressive, seeking out the best modes of teaching, enlarging her ideal of her noble art, and kindling a deeper love and purer enthusiasm in its prosecution. It was to subserve this end, that the Ward Committee early invited the teachers of our schools to accompany them on a visit to the Normal and model schools in West-Newton. The proposition was cordially met, and carried into effect, in February — many of the female assistants in the Grammar and High Schools joining with the Primary teachers. Of the gratification and benefit afforded by the visit, but one sentiment was expressed.

The practice of singing is now almost universal in our Primaries, and is approved by its good effects, in inspiring cheerfulness and developing the vocal organs. It is also

made to subserve a valuable *moral* use in the sentiments associated with song. Nearly all the Primary teachers are singers.

The moral training in our Primaries demands notice. "Incomparably more of good or ill," says a distinguished friend of education, "depends upon the *moral discipline* at our Primary Schools, than upon the instruction that may be given in the elementary branches of learning." It is often alleged that our entire system of public education fails in moral power. Wherever this charge may apply, least of all should it be true of our Primary Schools, where our children are first placed under the plastic hand of enlightened culture. Some questions touching this subject will be found answered in the Appendix (E.) The exact truth, in this regard, it is not easy to exhibit. We think that there is need, in some of our Primary Schools of a more genial, considerate discipline, of more frequent appeals to the moral sentiments, of a higher moral enthusiasm in the teacher. At the same time, Lowell possesses those, whose intelligent and devoted labors are worthy of honorable recognition. We cannot insist too strongly upon a high aim, and faithful endeavor, to give moral power and elevation to these seminaries of virtue as well as knowledge. \*

**CLOSING EXAMINATION OF THE PRIMARIES.** The Committee have endeavored to perform this duty with care. The reports of 1844, 1845, and 1846 made some discrimination in the merits of these schools. Those of the four succeeding years made no distinction in describing them. Their number and importance are such, that the community are entitled to know their individual and relative condition. Merit, in pupils or teachers, should be noticed with approbation. The example and general influence are salutary.

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\* Instruction in "good behavior," a part of morals, and strictly enjoined by the statute, is far too much overlooked at the present day, in our Primaries. Rudeness and irreverence are becoming more and more common among children, and will increase, unless a check is put upon them by our public schools.

In order to a full enquiry into their state, a Committee was seasonably appointed to *visit every Primary School*, in consultation with the Sub-Committees. The labor occupied several weeks. A series of topics of enquiry was prepared, covering the important points. Each school was examined, and its grade of merit determined, on each topic. Comparison was then instituted with the impressions of the Sub-Committees, as the result of their observation and experience in the several schools, during the entire year. It is evident that an investigation thus pursued, with constant reference to the same standard, if conducted with intelligence and fairness, and estimated, not from *one* examination alone, but aided by the observation of the year, must afford nearly a correct view of the relative character of these schools. Exact justice may not be done in every case—such is not possible. Yet it ought not to prevent the nearest estimate that can be formed.

Two considerations should be suggested, by way of allowance for several schools, as affecting their rank in this arrangement. First, the difference of *material*—the pupils of some schools, with the same labor, being capable of making a much better school than others, in the same time; secondly, the frequent *change* of teachers, in certain schools, subjecting them to serious disadvantage. Still, a teacher of merit will speedily make her work to appear in any school. “One thing”—we quote the language of the Committee of enquiry—“appears from the investigation, that the best schools have had the services of the same teachers for many years.”

The following, arranged in two classes, will show the estimate formed by the Committee, of the priority in merit of the respective schools :

Grade 1st. Nos. 12, 25, 28, 22, 27, 47, 10, 8, 4, 6, 17, 9, 35, 26, 23, 29, 34, 5, 36, 1, 16, 42, 38.

Grade 2d. Nos. 7, 14, 30, 11, 40, 18, 43, 49, 45, 19, 2, 3, 39, 37, 33, 41, 31, 48, 44, 46, 20, 15, 32.\*

The Committee cannot close their notice of these schools without earnestly appealing, in their behalf, to future Committees, and to the public. Neglect, no class of our schools can so little bear. None will better reward our fostering care and sympathy. Let them be frequently inspected by the Committee, and visited by parents, and by an encouraging public. Let full heed be given, that the best appliances of modern improvement be introduced and effectively employed in them. While the merit of the faithful and devoted teacher receives its just meed of honor, let no private considerations suffer the continuance of such as full experience has proved to be incapable or inefficient. We need a much higher standard of qualifications and attainments in our Primary teachers, more care in seeking out the best candidates, and more vigilance and thoroughness in the preparatory examinations. Will not the public voice concur in demanding, that their schools shall be placed upon such a foundation as shall correspond with the intelligence and wants of the age.

### INTERMEDIATE SCHOOLS.

The past year has added this grade to our school-system. They comprise scholars over eight years of age, (several are over fifteen years) and are instructed by females. We have three schools of this class; the whole number of scholars reported as attending, five hundred and sixteen; the average number belonging, three hundred and thirty-seven; the average

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\* The report of the Committee states, that, all the schools were examined in reading, spelling, sounds of the letters, numerical letters, abbreviations, multiplication table, punctuation, geography, and arithmetic. The greatest deficiency was found in punctuation and the abbreviations. In geography, nearly all the scholars had no definite idea of the points of the compass. Great difference was observed in *diligence* or *study* in schools, in general *activity*, *wakefulness*, and *interest*, in the *stillness* of schools, and *quiet* in moving about — although in this, exactness may be carried to an extreme. The Committee express, in closing, their sense of the value of "a faithful, devoted, and persevering" Primary teacher, whose services "cannot be too highly appreciated by the parents."

daily attendance, two hundred and fifty-eight ; showing a loss in attendance of twenty-four per cent.—less than in the Grammar Schools, about the same as in the Primaries. Constituted as are these schools, and, withal, newly established, the result is encouraging.

Of their internal condition and improvement, the Committee are able to speak, in general terms, as uniformly promising. Provided with commodious rooms, and conducted by teachers of established intelligence and experience, nothing seems required but a judicious regulation and a cherishing oversight, to render them a valuable and effective class. The Committee intend no disparagement of the other schools in this grade, by noticing particularly the first school founded, under the charge of Miss Legate ; which, though attended only by Irish children, has presented an example of order, maintained almost exclusively by moral means, of animated and thorough teaching, in which oral instruction has had a large place, of evident and rapid improvement, the result of judicious and intelligent modes of instruction — not surpassed, perhaps, by any school in Lowell.\*

The other two schools, under Misses Beard and Gillis, are profiting by their successful experience and assiduous labors, which have afforded great satisfaction to the Committee, and encourage the best hopes of their prosperity.

The Committee cordially command these schools to their successors in office, to whom it will belong to consider the propriety of increasing their number, where the public interest may justify it.

\* The following return is made by the Committee intrusted with the closing examination.

"The examination was impartial, and lasted from half-past one to four o'clock, without recess.

The order was perfect. No scholar violated even the strictest rules of propriety. Reading was in full, clear tones, the enunciation good, the sounds of the letters given with accuracy.

As a general exercise, the teacher has taught History and Physiology *orally*, and the accuracy of the answers quite surprised all present.

Seldom, during my life, have I spent so happy an afternoon."

## GRAMMAR SCHOOLS.

In the ten Grammar Schools of Lowell, three thousand and twenty-two scholars are reported as the whole number belonging during the past year; two thousand four hundred and five the average number belonging; the average daily attendance, one thousand eight hundred and twenty-five, exhibiting a loss in attendance of twenty-four per cent. This is larger, by two per cent. than the mean loss for the last fifteen years, eleven per cent. more than in 1848, and not equalled by any year since 1841.

The relative loss per cent., for the year, in the different schools, is as follows, viz.:—Adams, sixteen; Green, seventeen; Moody, twenty-one; Hancock, twenty-three; Franklin, twenty-four; Edson and Washington, twenty-five; Colburn, twenty-nine; Mann, thirty-one; Varnum, thirty-five. It is the almost uniform experience, that our *new* schools exhibit the greatest irregularity of attendance.

The following table presents a summary of the relative loss per cent. in attendance, in the several Grammar Schools, estimated in general, for fifteen years, from 1837.\*

TABLE 5.

Schools.	Loss per cent.	Schools.	Loss per cent.
Moody,	15	Mann,	21
Franklin,	17	Adams,	25
Edson,	18	Colburn,	30
Washington,	18	Varnum,	35
Green,	19	Mean loss,	22
Hancock,	20		

It will thus be seen, that a considerable difference exists in

\* The Moody School is estimated for twelve years, the Green, for eleven; the Colburn, for three; the Varnum, for less than one year.

the attendance on the different schools.\* With some exceptions, the attendance is best in the older schools.

Some remarks have already been offered respecting these schools, as they appeared at the opening examination. In order to ascertain their condition at the close of the year, the Committee were unanimously of the opinion, that this could be most satisfactorily done, by means of printed questions, submitted alike to all the schools.

The advantages of this mode of examination, now adopted in our most enlightened cities,† are these :—

1. The same questions are presented to all the different schools, thus ascertaining their relative proficiency, in the different studies.
2. The same questions are presented to all the different scholars in a class. The result shows, not what are the attainments of a few advanced scholars, but the average attainments of the entire class.
3. With a sufficient allowance of time in answering the questions, scholars will be less confused than in presenting questions orally, to be answered at the instant.
4. This mode of examination procures *facts*, fair and reliable facts, in regard to each and all of the schools,—facts which can be preserved, from year to year, affording by comparison the best means of determining, whether our schools, collectively or individually, are improving or retrograding.
5. Such an examination exhibits each school, *as it is*, and by its own showing. It brings, therefore, the results of its instruction and management directly before that public, to whom its Teachers are responsible, thus encouraging the meritorious, and affording a useful stimulus.

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\* It is proper to state, that the estimates of attendance, throughout this report, are based upon the printed returns; and that these last emanate from the respective Teachers of the schools, in written answers to interrogatories from the School Committee.

† This mode of examination has been recommended by several years' trial in Boston, Salem, Roxbury, &c.

It is worthy of notice, that this mode is now in established use in the High School, in the examinations for admission. It is understood to have been unanimously approved by preceding Committees, and by the intelligent instructors in that School.

In carrying this mode of examination into effect, ten questions were prepared and printed, relating to the studies of Arithmetic, Grammar and Geography, and twenty words were selected to be spelled and defined. These studies were selected as being elementary studies, omitting History and Physiology. The questions will be found in the Appendix (F.) Two hours were allowed to answer the questions in arithmetic ; one hour and twenty minutes for those in grammar and geography, respectively, and forty minutes for the exercise in spelling and definitions.\*

It was arranged that the Sub-Committees should visit simultaneously their respective schools, call the two highest classes (under the instruction of the principal) into the writing-room, bringing their slates only, (no books being allowed), and then distribute the questions, which were to be answered, without communication, except with the Committee, and then for explanation of the *terms* of the question, if desired. Owing to the limited number of the Committee, (the 10 Grammar Schools being under the charge of 5 members), the examination only of one-half the schools could be conducted at the same time.

As the examination related to important elementary studies, the Committee thought it desirable to extend it also to the two departments of the High School, in which the questions were properly to be presented to the entire school.

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\* It will be proper to state, that 40 minutes is the limit usually allowed for each exercise, in the same number of questions, in examinations for the High School, although recently the time has been extended to one hour in Arithmetic. The Committee allowed a longer time, in consideration of this being the first experiment. In other cities, a smaller allowance is afforded. For the same reason, the questions selected were as simple as the case would allow. A comparison of them with the questions in Boston and Salem, would shew at once their greater simplicity. In Salem, the questions are presented to the entire school.

The following table will show the number and average age of the scholars examined.

TABLE 6.

Schools.	No. of scholars.	Average age. Y. M.
Edson,	35	14. 2
Hancock,	44	14. 6
Washington,	19	13. 8
Franklin,	38	13. 9
Mann,	21	13. 8
Adams,	42	13. 10
Moody,	33	13. 11
Green,	42	12. 10
Colburn,	33	13. 10
Varnum,	18	14. 2
Whole No.	325	Av'ge 13. 10
High School. Male,	72	13. 9
"    Female,	95	15. 10
Total,	167	Av'ge 14. 6
Aggregate,	492	Mean age, 14

It will be understood, that to examine and arrange the returns from all the schools, embracing over twenty-three thousand distinct answers, discriminating the merit of each, and then arranging with care the average and aggregate results, must have been a work of great labor and delicacy. It is believed to have been executed with care and impartiality; the same standard being applied to all, the same judgment employed on the returns of each study.

No pains were spared to do equal and discriminating justice to every school, and to every answer from each school. To such exactness was the estimate carried, that in questions involving many particulars, the merit of the answers was graduated upon a scale of tenths, and even of hundredths. This explanation is made, inasmuch as the value of the results to the public, will be judged by the intelligence and care employed in preparing them.

The tables exhibiting the detailed results in the several schools, will be seen in the Appendix F.

The following table will present a summary of the percentage of *correct answers*, in the different studies, from the several schools, with a view of the aggregate result in all.

T A B L E 7 .

Arithmetic.	Per ct.	Grammar.	Per ct.	Geography.	Per ct.	Spelling, &c.	Per ct.	In all the studies.	Per ct.
Washington,	42	Hancock,	79	Edson,	67	Hancock,	80	Hancock,	61
Moody,	36	Moody,	69	Hancock,	56	Edson,	72	Moody,	58
Varnum,	34	Varnum,	62	Green,	55	Washington,	72	Washington,	56
Green,	34	Washington,	60	Moody.	55	Moody,	71	Edson,	55
Colburn,	33	Franklin,	58	Washington,	50	Colburn,	69	Green,	51
Edson,	31	Colburn,	51	Franklin,	46	Adams,	68	Varnum,	51
Hancock,	30	Edson,	50	Colburn,	46	Green,	68	Colburn,	50
Adams,	26	Green,	49	Varnum,	45	Mann,	67	Franklin,	48
Franklin,	23	Adams,	45	Adams,	33	Franklin,	62	Adams,	43
Mann,	18	Mann,	27	Mann,	28	Varnum,	62	Mann,	35
Average,	31	Average,	55	Average,	48	Average,	69	Average,	51
High School									
Female,	51	"	82	"	55	"	83	Average,	68
Male,	47	"	74	"	53	"	78	Average,	63
Average,	49		78		54		81		66
Average of the Grammar and High Schools, ..	34		58		49		71		53

From this table it will be seen :—

1. That the mean number of correct answers, in all the studies, in the Grammar Schools, is 51 per cent.,—including the High School, 53 per cent.

2. In the general result, the Hancock takes precedence of all the other schools, while the Mann is lowest in the scale. It will be borne in mind, however, that this last school is composed exclusively of Irish.

The Varnum School, although recently established, in Centralville, takes the third rank in the Grammar Schools, in the two important studies of Arithmetic and Grammar, and the fifth, in the order of aggregate merit. This is justly deserving of notice in a new school.

3. While the High School exhibits a very decided superiority, in general, to the Grammar Schools, and the Female

Department of that School, to the Male Department, yet in Grammar, the Hancock School returns 5 per cent., in Spelling 2 per cent., in Geography, four Grammar Schools return from 2 to 14 per cent. more than the Male Department in the High School; and in Geography, two Grammar Schools take precedence of the Female Department.\*

4. The relative proportion of correct answers in the different studies, in the Grammar schools, is 69 in Spelling, to 55 in Grammar, 48 in Geography, and 31 in Arithmetic.

5. The extremes, in each study, are also noticeable,— in Spelling, 80 in the Hancock, to 62 in the Varnum; in Geography, 67 in the Edson, to 28 in the Mann; in Grammar, 79 in the Hancock, to 27 in the Mann; and in Arithmetic, 42 in the Washington, to 18 in the Mann.

It is thus seen, that not only does the study of Arithmetic exhibit the greatest deficiency in all the schools; but also the widest extremes of rank in the different schools, the lowest return being in this study, viz.—18 per cent. Geography falls behind Grammar, in the mean returns. Yet the extremes in Grammar are greater than in the former.

One practical result of this examination, therefore, is to demonstrate, that the greatest deficiency in our Grammar and High Schools, is in the study of Arithmetic; the next greatest, probably in Geography; the next in Grammar; the least in Spelling.

It is but justice to the experienced teacher of mathematics in the High School, to notice, that the mean return of that study in the High School, is 18 per cent. higher than the mean return from the Grammar Schools. Yet in that school, Arithmetic is lowest in the scale, being 17 per cent. less than the average.†

\* It is just to state, that the study of Geography, though pursued in the Male Department of the High School, in 1849 and 1850, was not studied the last year. The Committee still thought it proper to carry out the examination, as a means of developing the actual knowledge of this study.

† This would seem to be the inevitable result of the neglect of this study in the Grammar Schools, and should not reflect upon the accomplished Teacher in the High School.

From whence arises this deficiency, in the study which excels all others, both for the purposes of mental training, and for its practical uses? One cause unquestionably is, the greater difficulty involved in its study, and the amount of labor required in its instruction; on which account, it affords a superior test of faithful and effective teaching, to all other studies. The grades of merit, in the different schools, will be easily observed in the table, where the Washington School takes, in this particular, unquestionable precedence.

But, connected with this, another cause may have had influence, viz.,—The enlargement, within a few years, of the studies of the Grammar Schools, by the introduction of History and Physiology. This, however, rather explains than justifies so serious a disparagement of the most important study in our schools.

A third cause, not without influence, is the principle on which merit is determined in admission to the High School. This is based upon the aggregate number of correct answers in *all* the studies, and not upon the relative proficiency in the respective studies, thus affording no check upon the neglect of the more important and difficult. The Committee, therefore, recommend for consideration by their successors, the propriety of so altering the existing mode of conducting these examinations, as to require a distinct standard of merit in each study, as a preventive of the serious evil in question. This is understood to be practiced with success in other cities. The public good most clearly requires, that the study which, in practical importance, stands before all others, should not fall so far behind all.\*

The general views expressed above are corroborated by the following table. It shows, for a term of three years, the ratio

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\* The effect of determining rank by the aggregate of correct answers in all the studies, may be seen in the table above. Thus, the Hancock School, which stands highest in the aggregate rank, stands the *seventh* only in rank in Arithmetic. Were it possible, in the present case, to rate the merit of the schools, according to the proportionate importance of the different studies, it would somewhat change the scale given in the table.

of *correct answers*, in the several studies named, at the several examinations of scholars from the Grammar Schools, for admission into the High School.

TABLE 8.

	1849.			1850.			1851.			Mean,
	March.	July.	Dec'r.	March.	July.	Dec'r.	March.	July.	Dec'r.	
Spelling,	81	84	80	78	72	85	72	76	77	78
Grammar,	85	72	83	70	87	64	66	75	70	75
Geography,	82	70	80	65	51	69	68	86	85	73
Arithmetic,	65	69	53	48	42	38	37	37	36	47
Average,	78	74	74	70	63	64	61	69	67	68

The aggregate results of this table, therefore, afford a marked correspondence with those of the late examination. 1. They shew the same relative priority in the different studies. 2. They exhibit precisely the same mean result (68 per cent) as in the Female High School; and 3. They develope a steady and extensive decline in Arithmetic, from 65 per cent to 36.

The table exhibits, also, what is most important to observe, a less uniform, but a real falling away in the aggregate of *all the studies*. Only one examination, the past two years, rises above the mean of the whole (68), and that by one per cent. It will be remembered, that only select scholars, of advanced attainments, in the Grammar Schools, usually apply to be examined for the High School.

Such facts relating to the *elementary studies only*, the studies which form the basis of all sound education, should not be overlooked, in a wise oversight by the public of our schools. It is worthy of notice, that previous tables have already brought to light a corresponding decline in the attendance upon our schools, during this same period.\*

\* The Committee would suggest whether injury is not done to our Grammar Schools, in making the relative number sent by them to the High School, a conspicuous test of their rank. Its evident tendency is to encourage exclusive attention to a small number of the more advanced scholars, to the disparagement of the rest. It also superinduces, as we have seen, neglect of important studies.

Another, and the most important point is to be noticed, touching the results of this examination. Does it show to what extent the teaching is *thorough*; how far it expands and cultivates *mind*? A careful examination of the particular questions, and comparison of the relative answers from the several schools, as given in the appendix, will furnish some aid in answering this important enquiry. The Committee can present but a single example of each study, in illustration.\*

**ARITHMETIC.**—We select the 9th question :—“ *What is the difference between ratio and proportion?* ” To this the mean per cent of correct answers is 17—viz.: Washington, 46; Moody, 44; Green, 30; Adams and Varnum, 11; Edson, 1; Hancock, Mann and Franklin, 0.

**GEOGRAPHY.**—We select the 5th,—viz. : “ *Draw an outline map of Massachusetts, noticing the localities and names of its three largest rivers; of its three largest commercial, and its three largest manufacturing places.* ” The mean per cent of correct answers is 23,—viz.: Hancock, 48; Washington, 37; Edson, 35; Moody, 30; Franklin, 23; Green, 19; Colburn, 16; Adams, 15; Varnum, 13; Mann, 4.

**GRAMMAR.**—We select the 4th question :—“ *What is the difference between the imperfect tense and the present perfect tense?* ”† The mean per cent of correct answers is 40:—viz.:—Hancock, 98; Moody, 52; Varnum, 50; Franklin, 43; Washington, 41; Adams, 39; Green, 25; Colburn, 24; Edson, 22; Mann, 2.

The mean number of correct answers to the three questions is 27 ;—viz: Hancock, 49; Moody, 42; Washington, 41; Green and Varnum, 25; Colburn, 23; Franklin and Adams, 22; Edson, 20; Mann, 2.

Without regarding a few limited examples as a determinate criterion of rank, these examples, with others to be found in the

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\* For the end in view, they must be the more abstract and difficult questions, as affording the best test of general attainments and accurate scholarship. It will be borne in mind, that the answers proceed, not from the entire school, but from the two most advanced classes.

† As the tense, formerly called the imperfect, is now generally called the past tense, a verbal explanation of their identity was made by the Sub-Committees to the schools.

appendix, will shew a considerable difference in the amount of practical and substantial acquisition, in the various studies, in the several schools. Allowance is fairly to be made for the elements composing the several schools, for the irregularity of attendance incident to such a community as this, for the interruptions caused by change of teachers, and for the local influence of particular neighborhoods. It must still be remembered, that a teacher of genuine merit and devotedness will always leave his mark. He will, in a good measure, reap as he has sown, and his work will be made manifest. In the matter particularly of *enlightened* teaching, in contradistinction to *rote*-teaching, it is as impossible the effect of such, or the want of it, should not appear, as that no difference should show itself in the soil, from a deep or a superficial tillage. We may commend the laborious diligence that seeks faithfully to impart knowledge, if limited only to the text-book. But the highest honor and consideration must be reserved for such teachers, as inspire the thirst for learning, and spread an exact, comprehensive and enlightened culture over the school. In this last direction must the community look for the true elevation of our Grammar Schools.\*

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\* In order to a full understanding of the examination in question, the Committee give, in a note, the following explanation of the method employed in arranging the results, with a few particulars noticed.

1. "In marking the degree of merit, the most liberal construction was put on all questionable answers. Where only a part of the question was answered, or a process in Arithmetic was correctly commenced, credit was given. In all cases, the estimate was carefully made in tenths and hundredths.
2. "It was noticed, that in nearly all the questions that could be answered by description or definition from the text-book, the answer was given in the *language of the book*.
3. "There was a marked distinction in the answers to the *same* question in different schools, particularly, where accurate knowledge was required—shewing more thoroughness of study in one school than in another.
4. "A great difference showed itself in penmanship, and this in answers from different schools, even where the *same writing-master* was employed.
5. "The answers from some schools evinced much want of care in regard to neatness, spelling, punctuation, marking decimals, the use of capital letters, &c.
6. "The greatest general deficiency was in answering the 5th question in geography, to which no complete answer was returned from any of the schools. A general failure was remarked in map-drawing. In several Grammar Schools scarce an attempt was made. In a few it was very well done.
7. "In Arithmetic, pains were not taken to write the *figures distinctly*. In this regard, there is a marked defect in our schools.
8. "In summing up the whole, the greatest failure naturally appeared on those points, where the actual acquired knowledge of the pupils was called for."

The recent examination of our Grammar Schools has thus developed distinctly several facts. 1. It has shown that a considerable diversity exists in the aggregate amount of real acquisition and effective culture, in the different schools.— 2. That, in the same school, there is a marked difference in the attention bestowed upon the different studies. And 3. That a considerable deficiency is ascertained to exist in all the schools, in some important studies — especially in ARITHMETIC.

Although the allowance to be made for particular schools, or for any possible imperfection in the examination, forbids the claim to strict numerical exactness, in the results exhibited, still the numerical results found must approximate near the truth. They furnish important facts to be considered by the public now, and to be preserved for comparison with those of future years. It is for these reasons, that this mode of examination, it is believed, will approve itself.

One remark needs to be added. This examination was confined to the first and second classes of the Grammar Schools. These constitute generally about one-fourth of the schools, and are instructed exclusively by the male principal. The most advanced condition of the school, therefore, is set forth.

Of the condition of the remaining three-fourths, the Committee are unable to report in detail. A minute examination of these departments, some 23 in all, with the limited number of the acting Committee (six) was impossible.

The claims of this large and respectable class of our Teachers should not be overlooked. While they number more than one-half of all our Primary and Intermediate Instructors, affording deserving examples of intelligent and laborious teaching, and hold, in fact, the exclusive charge in instruction of about 1800 of our grammar scholars, to only 600 under the principals, this large responsibility is borne without the cheering stimulus of public notice, belonging to the independent teacher. The office is subordinate, and obscure ; merit is not brought to the public attention ; no provision is made by our rules, as it is in

other cities, for the regular inspection and examination of their departments by the principals ; and, from the few who constitute the acting school-committee, the frequent and careful inspection due to them is rarely to be looked for. This is neither just to this interesting body of instructors, nor compatible with the best good of the schools, and of the public.

The successful instruction and management of a large Grammar School, involving as it does so vast and varied labor, deserve the applauding acknowledgments of a grateful public. And while the Committee have spoken with freedom, as is their duty, of the condition and defects of these schools, it has been with no insensibility to the unwearied diligence and devotedness of many, to whom they have hitherto been indebted for their prosperity. Of the exhausting labor demanded by them we have had full proof, in the withdrawal from service, the past year, of Mr. O. H. Morrill, long and honorably connected with our schools, and the temporary retirement of Mr. Heywood, in enfeebled health, both which gentlemen bear with them a respectful remembrance of their services, and cordial wishes for their health and prosperity.

It cannot be questioned, that on our GRAMMAR SCHOOLS must rest our chief hope for the future elevation of society, for the security and glory of our free institutions. In the eye of the public law, they stand foremost. The largest proportion of our youth receive from them their last outfit and impulse, before launching forth upon the responsible career of active and public life. The moral destiny of this young and populous city is in their keeping. Let us neither chill them by neglect, nor disparage them by undiscriminating panegyric. Let us more and more cherish them. Let us seek for them the best teachers we can command. Let their inmost workings be brought to the public eye. Intelligently taught, and morally governed, and stamped with the impress of the advancing genius of our age and country, they will be an ornament and

praise to our city, and afford rich returns to our fostering care and bounty.

### HIGH SCHOOL.

This important institution, first opened in December, 1831, has just entered upon the 21st year of its useful career. Both sexes, at its establishment, were united under its instruction. On the completion of the spacious edifice it now occupies, in 1840, a distinct department was provided for each sex. Endowed with an unstinted bounty, provided with well selected and accomplished instructors, followed with the cherishing hopes of the public, who have uniformly regarded it with affection and pride, it has fulfilled already twenty years of benevolent existence, opening its halls of learning alike to rich and poor, and encouraging the humblest emigrant child to aspire to a place on its records, and a participation of its privileges and honors. Far distant be the day, when it shall cease from its high place in the honorable estimation and fostering regard of the community.

The following table exhibits the attendance on this school, the past year:—

T A B L E 9.

	Whole Number Belonging.	Average Number Belonging.	Average Daily Attendance.	Loss per cent.
Male Department . .	161	88	79	11
Female Department .	220	159	105	33
Total . . . . .	381	247	184	22

The average loss in attendance is thus seen to present wide extremes in the two departments, viz.: 11 per cent. in the male department, to 33 per cent. in the female. The mean loss for the last 16 years is 13 per cent. in the former, to 19 in the latter; exhibiting a difference, the past year, of 2 per cent. in

favor of the male department, and of 14 per cent against the female department. Five only of the last 16 years show an attendance in the former equal to the last year; no year of the 16 shows a loss in attendance in the latter equal to the last—the next largest being in 1836, viz., 32 per cent.

The average loss, in both departments, for the year is 22 per cent, 6 per cent. excess over the average for the 16 years. The general influences of the year have been unfavorable to good attendance. But these have applied alike to all the schools.

The subject of attendance in the High School, will be further remarked upon hereafter. It is proper to observe here, that while the extreme distance at which some of the pupils live, will account, in part, for a diminished attendance in the female department, it would be conceding a too liberal allowance to its influence, to consider it a full extenuation of the unusual excess of absence the past year. The same influence has been always operative.\*

The internal condition of the High School, should be exhibited in full to the public. Holding its conspicuous place at the very summit of our school system, collecting within its walls the fairest fruits of our Grammar Schools, and attracting towards it the warm interest and hopes of the entire public, it deserves, as it would profit by, the fullest exposure of its system, its operations and its results. Is it not to be hoped the time is near, when such a developement, which none would hail more than its instructers, may be possible? An examination worthy the institution, amidst the multifarious labors of the present Committee, has been impracticable. Only so much was in their power, as to insure the inspection of all

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\* To obviate the inconvenience arising from distant residence, in stormy weather, a petition was received by the School-board, the past year, asking permission for the scholars from a distance, to pass the noon within the High School; otherwise, that the public provide a place for their accommodation. Although the particular prayer of the petitioners was not granted, permission was given by the Committee, to hold but one session of the High School in stormy days, to end at 2 o'clock. No register has been kept of the number of single sessions during the year. For the autumnal term of 1851, the number reported is 7, viz.,—3 in October, 2 in November, and 2 in December.

its departments, and give assurance of continued fidelity on the part of the teachers. Our High School has well known merits and usually presents, at the quarterly visitations, examples of good reading, composition and general scholarship which are deserving of all praise. Its deficiencies are attributable, as will hereafter appear, less to any insufficiency in its management, than to inherent defects in the established system on which it has long been conducted. Nothing is more needed, at this moment, than a careful revision by the public of the system itself, and of its practical effects, not only upon the School, but upon our entire system of public education in this now populous city.

The Committee have already brought to view the state of the elementary studies in the High School, in their notice of the examination of the Grammar Schools, in which the High School was included. The public are referred to the tables and statements there exhibited, and also to the Appendix, for the full details. From them it will be seen, that while, first, the mean results in the High School, were 15 per cent. above those in the Grammar Schools ; and secondly, that the aggregate returns of correct answers in the female department exceed, by 5 per cent., those of the male department ; yet the mean per cent in the whole school (66 per cent.) is *three per cent. less* than the mean (69 per cent.) of all the examinations for admission, for 3 years ; nearly the same ratio also is discovered in the relative proficiency in the different studies, both in the High and in the Grammar Schools ; and in both the study of Arithmetic is lowest in the scale.\*

This examination in the elementary studies, however, is not considered or presented as a criterion of the general character of the school. While an important and essential part of

\* It is due to those in charge of the male department to remark, in regard to its relative deficiency :—1. That irregular attendance (by leaving school) is greatest in that department ; 2. That during the past year, only 33 per cent, of the whole number of scholars of the department attended to the four elementary studies connected with the examination, to 69 per cent in the female department.

general education, these studies, in a High School, are usually primary in time and subordinate. Considerable proficiency is presupposed on admission. Its idea is at once to perfect its novitiates in these, putting the last touch upon the culture of early years, and then carrying forward the young mind to the higher realms of knowledge, to which they are introductory. Still the foundation must be firm, to ensure a sound and lasting superstructure. Does our system of instruction, throughout the public schools, present the distinct arrangement and classification, indispensable to a thorough and comprehensive education ? The Committee are impressed with the belief that it does not.

There are two modes in which a High School may be organized and conducted. One is, that of an exact and prescribed course of study, limited to a term of three, four or five years, (generally three) with annual admission, and a corresponding course of study for each year. The other is, no prescribed course ; but in its place an authorized list of studies, left to the option of the pupil, with entire freedom of admission or absence each term.

The former is now adopted by every other important High School in Massachusetts, including that of Lawrence ; Lowell is left almost in the exclusive advocacy of the latter. Is our practise founded in wisdom, sanctioned by experience, or enforced by an inevitable necessity ?

Let us look at it, first, in a theoretic view. Order, method, system is the key to modern advancement, in industry or science. Where would be the imposing, magnificent establishments of this metropolis of mechanical art without it ? It is “heaven’s first law” to man.

In the education of mind, and unfolding of the perfect man, there is a law of natural developement. Such is the law of acquisition, such a relation have the well-known laws of mind, and the nature of different studies, that there is a proper *adaptation* of the one to the other, in the regular process or order

of presenting these studies. This fact has been recognised, for ages, in every respectable institution of higher learning. Every college in the United States is based upon it, and would at once cease to command public confidence and patronage in departing from it. Not only has there been a unanimous opinion of the utility and necessity of adhering to it, but where once adopted, it has never been relinquished. No single instance can be adduced of an educational institution, public or private, of high reputation, without such a course.

At the first establishment of High Schools, this principle was less understood by the public at large; or, if understood, the force of circumstances hindered its practical adoption. Experience soon disclosed its necessity. One High School after another adopted it. Its good effects, once seen, established it in the public confidence. Opposition ceased; and it may now be regarded as the *only* recognised basis upon which a High School, of elevated standing, can be successfully conducted. It has stood the sure test of fair trial, and practical experiment.

Its advantages can only be glanced at. A classified course of study, judiciously selected, will hold out before our youth the prospect of a more complete and perfect education than is now possible. What can more kindle the aspirations of youth, and satisfy the wishes of intelligent parents! It gives completeness to our ideal of that thorough education, preparatory to active life, which the public owes to its children. It affords the required and natural consummation in the successive stages of public school instruction. It sets forth the idea of a regular serial gradation, of successive advancement and promotion, till the last step is reached, and the highest honor won.

As now conducted, the instruction of the High School is irregular, intermittent, fragmentary. No high end can be achieved. No sure and regular advancement is in prospect, or in possession. With a classification, confused, extended, changing from term to term, bringing together, at each mutation, new and hetero-

geneous elements—the backward and the advanced, the irregular and the constant—all consecutive acquisition, steady advancement and thorough attainments are impossible. The ambitious youth, who has toiled through long years to obtain admission into the temple of learning, in the hope of fully realizing his inspiring conceptions of intellectual excellence, finds his hopes chilled, his ardor repressed, and his every step obstructed and retarded by perpetual fluctuation and uncertainty. The only alternative left is, to remain content with such imperfect acquisitions, as a heroic determination can snatch from the passing hour, or to seek elsewhere aids to the more perfect manhood at which he aims.

Again, a classified course would impart at once new dignity, effectiveness and life to the High School. It would render it, what its name imports, a school high in its aims, in the compass of its studies, in the standard of its scholarship, in the tone and spirit of its teaching, in the character and deportment of its pupils. As now conducted, the teachers are confused by the multiplicity of studies and classes—many of them hearing 11 or 12 recitations daily, and in widely different studies. Recitations are hurried, instruction is superficial, all economical and effective “division of labor” is impossible.

Then, the alternate attendance or absence of scholars, for one or more terms, causes the pupil to lose, in one term, much of the acquisition of another; disarranges regular progress, and requires a constant return, with flagging interest in teacher and pupil, to old and worn out studies. *Forty-eight per cent. of the entire time* devoted to study in the High School, is now devoted to the *Grammar School studies*. Are the public prepared to consent, that near *one-half* of their noble and generous endowment of the High School should be thus rendered abortive, by irregular attendance and unmethodical study?

The teacher is without fitting encouragement on our present plan. He sees before him no opening for the full outlay of

his talents and enthusiasm. Like a commander, whose troops are dispersed and in disorder, without authority to bring them into orderly and compact array, the teacher must struggle on, from year to year, dissipating his energies in combating the insuperable difficulties of his own position, instead of concentrating them with hope and cheer on a fair field, and in his inspiring and true vocation. Give to him a limited and systematic course of instruction, affording free range and scope to his abilities, and then if the institution fail in vigor, life and fruitfulness, at his own door will the failure lie. This it cannot now.

The effect of a more systematic course on the *attendance* at the High School, is an important consideration. The irregular attendance of those who are *registered* on the school record, has already been noticed, especially in the female department. This has reached, in the latter, the past year, the *highest extreme for the twenty years of its existence*—33 per cent.,—the loss of full *one-third* of the generous outlay for this establishment. We may notice the effect upon the school studies. The following table will show the loss per cent. in the recitations of the several studies named, for the term ending the last March.

TABLE 10.

MALE DEPARTMENT.		FEMALE DEPARTMENT.
Geography and Grammar	32	Chemistry, - - - - 35
Natural Philosophy, - -	17	Astronomy, - - - - 34
Physiology, - - - -	31	1st Arithmetic, - - - 36
Chemistry, - - - -	21	2d Arithmetic, - - - 41
Mean, - - - -	25	Natural Philosophy, - 35
		—
		Mean, - - - - 36

Here is an average loss, in some seven studies, of over 30 per cent. in the entire school, and in the female department, 11 per cent. excess over the male. In the present condition

of the High School, its system affords no vital check on irregular attendance; because the pupil is not made to feel as deeply as he would under a classified course, that every half-day's loss is a drawback upon his advancement through the entire course.

But the greatest evil of our present system lies, not in *irregular* attendance during the term, but in *entire absence* for one or more terms. The full extent of the loss, thus accruing, the Committee have no means at hand of exhibiting, except for the last three years. The following table presents the facts for those years.

TABLE 11.\*

	No. belonging during the year	Attended one term.		Attended two terms.		Attended three terms.		Whole No. both depart- ments.	Average per cent. for three terms.
		No.	Pr.ct.	No.	Pr.ct.	No.	Pr.ct.		
1849, Male Department,	169	52	.30	68	.40	49	.29		
1849, Female do.	232	71	.30	79	.34	82	.35	1849	.32
1850, Male Department,	160	55	.34	49	.30	56	.35		
1850, Female do.	249	81	.32	75	.30	93	.37	1850	.36
1851, Male Department,	161	68	.42	42	.26	51	.31		
1851, Female do.	220	78	.35	70	.31	72	.33	1851	.32
Mean Average, - - -	35			.32		.33			.33

From this it appears, that as the mean for three years, 33 per cent., *about one-third*, attended through the year; 32 per cent. attended two terms; 35 per cent. attended one term. Thus of every 100 scholars, 35 attended one term in the year, 32 two terms, 33 the entire year. Are not the inevitable consequences backwardness, irregularity, confused classification, and the impossibility of orderly progress? This may be illustrated more in detail.

The first term of the year commences. All before the teacher is a sea of uncertainty. A fraction of his former school

\* The whole number attending is given in the table as reported by the Principals. The relative numbers attending were found by comparing the printed catalogues.

is present. Some 20 new pupils are admitted, forming some 4 new classes at least. Then enter a corps of 30 to 50 absentees for a term, or a year, as may be,—all unclassed, their studies optional, their losses to be repaired, their aims indefinite. Several days (at times a whole week) of the term are consumed in the preliminary struggle to bring order out of the wide confusion. The work is imperfectly accomplished, and the labor of the term proceeds to its close. The next term, another draft of new recruits, another corps of absentees—another halt, inspection and muster, to be repeated the third term; and so from term to term, from year to year.

Now, what inducement is here held out to orderly, consecutive attendance? The scholar has no prospect of regular advancement. His absence incurs no loss of rank. His continued presence brings with it perpetual interruption of his class relations, and he sees before him only the repetition of the same disheartening instability. The youngest child in a Primary or Grammar School has the stimulus of hope and anticipated promotion, from class to class, from school to school. It lures him on by an irresistible attraction. It gives buoyancy to his spirits, inspiration to study, and makes attendance a pleasure. All is reversed on reaching his last honor—*admission* to the High School. Not a few *stop there*. Having hitherto followed the straight and well-trodden highway of learning, the aspirant at length encounters a tangled maze of paths and by-ways, leading he knows not whither, bearing him on to no high goal. Is it surprising that the slightest lure of interest or of caprice should draw him from the school? Is it surprising that parents of enlarged views are tempted, even at much sacrifice, to seek elsewhere the desired advantages for their children?

But suppose the reverse. Suppose admission to the High School to be followed by a consecutive course of enlightened education, proceeding step by step, from class to class, from year to year, rendering the honorable achievement of a sound and liberal education possible. What powerful inducement would

be held out to parent and child to possess its advantages! What sacrifices would be cheerfully borne to secure them! Regular attendance would then be eagerly sought. Absence would be deplored as a misfortune. Teacher and pupil would be stimulated by the prospect of a high and noble end in view, honorable to themselves, and reflecting honor and benefit upon the community.

In order to present in full view to the public the evils of our present system, the Committee have been at pains in preparing the following table, showing the several studies pursued and the *per cent.* of the whole number of scholars in each department attending to them respectively, for the last three years.

TABLE 12.\*

STUDIES.	1849.		1850.		1851.		Mean Per Cent. For 3 Years.	
	Males.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Female.
Reading.....	49	100	27	100	49	100	42	100
Spelling.....	51	80	42	100	42	100	45	63
Penmanship.....	67	90	54	68	70	89	60	82
Arithmetic.....	84	71	84	48	64	20	77	46
English Grammar {.....	34	100	12	100	21	100	33	100
English Parsing, {.....	49	....	41	....	36	....	....	....
Geography.....	19	18	16	34	....	56	12	36
History, U. S.....	....	34	....	25	25	12	8	24
Physiology.....	4	38	15	24	5	40	8	35
Composition.....	100	100	98	100	72	100	90	100
Rhetoric.....	....	12	....	10	....	7	....	10
Declamation.....	100	....	98	....	90	....	95	....
Useful Arts.....	17	....	15	....	14	....	15	....
Natural Philosophy.....	35	18	24	30	23	8	34	19
Natural History.....	....	34	....	17	9	26	3	26
Astronomy.....	....	8	9	15	12	16	7	13
Chemistry.....	....	8	15	7	29	15	15	10
Botany.....	....	9	....	4	....	2	....	5
Book-keeping.....	54	18	58	25	43	18	51	20
Algebra.....	16	24	23	23	25	23	21	23
Geometry.....	6	8	4	2	9	2	6	4
Trigonometry.....	....	....	....	....	....	5	....	2
Intellectual Phil.....	....	3	....	7	....	8	....	6
Moral Science.....	....	49	....	36	....	15	....	33
French Language.....	2	52	....	58	7	66	3	59
Latin Language.....	3	40	36	32	36	36	35	39
Greek Language.....	2	....	6	....	7	....	5	....
Mean Per Cent.,.....	....	....	....	....	....	....	22	34

\* The above table has been prepared with care from the schedules, printed by the instructors of the High School, at the end of each term. It includes all the facts in the schedules.

The following presents a summary of the above table, showing the result of classifying the different studies.\*

TABLE 13.

CLASSES OF STUDIES.	1849.		1850.		1851.		Mean.	
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.
Grammar School Studies, - -	40	66	32	62	32	65	35	64
Natural Sciences, - - - - -	7	15	12	15	15	13	11	14
Intel'l and Moral Sciences, - -	-	26	-	22	-	8	-	19
Other English Studies. - - -	45	28	45	28	35	27	42	28
Higher Mathematics, - - - -	19	13	21	13	19	12	20	13
French Language, - - - - -	-	26	-	22	-	8	-	19
Classical Studies, - - - - -	18	20	21	16	22	18	20	18

The most prominent feature of the preceding table is the disproportionate attention given to the elementary and other studies of the Grammar Schools. *Near one-half of the entire school-time is devoted to them.* This evidences, at once, a low standard and tone of education, as demanding it. An expensive High School is hardly needed to teach the Grammar School branches to such an extent.

Corresponding to this large attention to elementary studies, is the large neglect of the higher useful branches. Thus, Algebra commands 23 per cent of the scholars; Geometry 4 per cent; Trigonometry 2 per cent. Not a male pupil has studied Trigonometry for three years.

The highly important studies of Intellectual and Moral Science have not found a single student in the male depart-

\* The *Grammar School studies* include Reading, Spelling, Grammar, Geography, Arithmetic, Penmanship, History of the United States, and Physiology. The *Natural Sciences* include Natural Philosophy, Natural History, Astronomy, Chemistry, and Botany. *Other English studies* embrace Composition, Rhetoric, Useful Arts, and Declamation. The *Higher Mathematics* include Book-Keeping, Algebra, Geometry, and Trigonometry. The *Classical Studies* embrace Latin and Greek.

† This large No. (relatively to the Female Department) is caused by including Declamation, which averages 96 per cent. Omitting this study, the ratio would be about 30 per cent.

ment, within the term of three years; while the former has been pursued by 6 per cent. of the female department, and the latter by 33 per cent.

In the Classical department, for which a separate school is provided in cities of half the population of Lowell, and which is here supported at considerable charge to the public revenue, an average of 5 per cent. only of the male department, and none of the female is pursuing Greek; while an average of 37 per cent. of the entire school attend to Latin. Nineteen per cent. of females study French, to *none* of the males.

In effect, it will be found from the above table, that of the studies peculiar to a High School, and for the pursuit of which a High School is established and endowed, the greater part receive but a very limited attention. This is the unavoidable result of our present system, and is chargeable to two causes, viz.,—irregular attendance on the school, and the absence of a prescribed and classified course of study. The effect of our present system is to lower down the High School more and more to the character of a Grammar School, instead of so elevating the tone and standard of education, as to draw up with it the subordinate grades. In a word, *it is not filling its place in our school system.*

It is evident, moreover, from the above tables, that the female pupils are pursuing a far more effective course of study than the other sex.

Such are some of the evils incident to our present system. They are sensibly felt by the instructors. They are within the experience of many parents, who see the effect, without always a distinct apprehension of the cause. The satisfactory trial of a classified system, in other cities, leaves no doubt of the proper remedy here. Why should not the experiment be attempted?

It will, perhaps, be objected, that it is not suited to Lowell; that many of our pupils cannot attend steadily at school, their labor being required at home, or to supply the necessities of

their parents ; and that to adopt such a course, as is proposed, with annual admission, would be a virtual exclusion of many from the school.

We are aware of the strength of this objection. It exists in every populous community ; perhaps to a greater extent in Lowell, than in many other cities. Yet may not its force be overrated, even here ?

We have already shown, that, on the average of the last three years, 33 per cent. attend through the year, 32 per cent. attend two terms of the year, 35 per cent. attend one term. But is all this irregularity necessary ? Does it not result, to a great extent, as we have shown, from the system itself ? Would it not be immediately reduced, could sufficient inducement be presented, both to parent and child, to a prolonged attendance ? Where no adequate end is to be gained by a consecutive attendance—no systematic study, no regular, prospective advancement—to expect constant attendance, would be to look for an effect without a cause. The experiment of a different system has not yet been tried here. It has been tried elsewhere, in almost every city and populous community in the Commonwealth. It has been tried in the young and flourishing High School at Lawrence, the character of whose population is precisely analogous to our own, and the result, it is understood, has been entirely satisfactory.

But admitting that individual cases of privation should arise under the proposed plan. Such exist on any plan ; they exist even on our present plan. We must regret them. But are the manifest good of the entire public, and the momentous interests involved in a system of public education to be held of no account ? Here is an institution supported at an annual charge of more than \$6,000. It is a large and liberal expenditure. In all other municipal appropriations the public demand they should be administered in the most approved manner, to effect the largest amount of good. Suppose a plan proposed, by which the Poor-farm, with no additional outlay,

could be made to return double its present benefits to the public and its inmates. Would it not find immediate adoption?

We have seen that under our present system, full *one-third* of the High School appropriation is lost by irregular attendance. A considerable part is also lost through the necessary inefficiency of our present system; the proper studies of a High School being sacrificed to the disproportionate attention to the Grammar School studies.\* In a strictly financial view, therefore, the reform proposed is commended by its superior economy; while its evident tendency to elevate our standard of education, and infuse new vigor and life into our entire school system, renders it desirable in the very highest view of the public good.

Besides, the number whom the proposed change would necessarily exclude from the High School, must be inconsiderable. The alternative offered is not, to attend school or not to attend. It is the choice between regular or irregular study, between a loose or a systematic course. It obliges no one to a three or four years' course. It requires annual admission, indeed.† But no one is compelled to remain longer than he chooses. At present, the average duration of school connexion is estimated at one and a-half years. Why may not a pupil who desires to attend but a single year, or even a less time, as well pursue a regular as an irregular course of study for the period? There are two parties to be here considered, the individual scholar and the public. Shall the public be made subordinate to the individual, or the individual to the public?

In effect, by requiring of the individual a systematic course of study, his own best good is promoted, as well as the public

\* Notice has already been taken of the effect of our present system in multiplying recitations. A fact before omitted may be noticed here, that in the male department, *thirty-four* per cent. of the time of each scholar is devoted to recitations, and *fifty-eight* per cent. to study. In the female department *forty-five* per cent. is devoted to recitations, and only *forty-seven* per cent. to study. This time is exclusive of recess and the devotional exercise.

† It may be proper to observe, in a note, that in all the High Schools, where annual admission is prescribed, provision is made for the admission of scholars, at other than the regular times, when peculiar circumstances justify it.

good. The evils attending loose and unregulated study are not less serious as regards the individual, than in their effect upon the entire school, and they operate most disastrously on the least favored class of society. All parties would be benefited by the reform proposed. Let us add that the *poor* will be the greatest gainers. To them *time* is of higher proportionate value. Opportunity lost is less easily recovered. The more thorough and effective the school, the more they will gain of substantial acquisition, in a given time.

In presenting these views, the Committee would be far from depreciating the benefits already derived to the public from the High School, or the fidelity with which its interests have been pursued. Its history has commended the public liberality, and has rewarded the cherishing sympathy of the community. It has done much ; but may we not believe it capable of yet higher benefit, by calling to its aid the well-established improvements of modern experience.

In a school system, the High School may be regarded as, in one sense, an important regulator of the entire system, which rises with its advance, and sinks with its decline. And the Committee cannot but express the impression, lest by a somewhat extended examination of the school history of this young city, that our system, exhibiting its greatest vigor and most successful administration, from the year 1845 to 1848, has not since fully sustained the tone and life apparent at that period. The causes of this impression are, first, the *evident decline in attendance*, since that period, on all the public schools, from a loss of 15 per cent. to 23 per cent., as shown in preceding tables ; secondly, the increase of *Private Schools* in the city, numbering the past year over *fifteen*, a larger number than ever before reported in any year ;\* thirdly, the increased disposition in the community to send their children to other institutions, out of the city, for an education ; and

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\* The number of Private Schools reported in 1838, was 9 ; in 1840, 4 ; in 1843, 6 ; in 1845, 7 ; in 1848, 6.

fourthly, the evident decrease in the ratio of correct answers, in the examinations of candidates from the Grammar Schools, for admission to the High School.

The Committee would not overstate the case. They simply give what is a clear impression, with the reasons for it, of the value of which, others who have had longer experience, and more extensive personal knowledge of the schools, can better judge.

But allowing there has been no decline; ought the public to be content that our schools shall be merely stationary? At a period when, all around us, is felt the impulse of a progressive and intelligent enterprise in the administration of public schools, shall we not wisely appropriate every acknowledged improvement, which has passed the ordeal of fair trial and enlightened experience? Soon after the establishment of the High School, twenty years since, the Committee dilated upon the good influence over all the other schools which emanated from it. A corresponding influence, it is believed, would be at once exerted over every subordinate grade of our schools, by the improvement now proposed in our High Schools. It asks no new charge upon the public funds, no increase of its teachers; but solely such modifications of its management, as have been approved by universal experience in other cities, and hold out the promise of new life, vigor, dignity and public benefit to this important institution. The Committee commend the subject to the candid and enlightened judgment of the public.

### MORAL EDUCATION.

On this subject, space is left but for a few remarks, and these chiefly in respect to *discipline*,—a subject not without its difficulties, to be discussed with candor and discrimination.

In this regard, the public mind appears to have rested, as yet, on no established system. Several points, however, may be considered as settled.

1. The power or right to inflict corporal chastisement, as a last resort, is conceded to teachers as to parents, both by public opinion and judicial decisions.

2. It is the evident tendency of modern opinion to discourage and diminish, as far as possible, the *common* resort to it; and to require of the teacher a direct responsibility to the public, for the extent to which it is employed. Several of our cities, such as Boston, Roxbury, Providence, &c., have required their teachers to keep a registry of punishments, the effect of which is reported as "salutary."

3. The infliction of corporal punishment on *females* is very generally discountenanced, and in the greater number of our cities has wholly ceased. Says one long connected with the public schools of Boston: "I do not think that a *girl* has been publicly whipped or flogged in any Boston school for several years." The Committee have had similar assurances from other cities.

4. The tendency of modern improvement is to seek, as far as possible, remedies or *substitutes* for the rod and the ferule, in a higher tone of instruction, a skilful management of school exercises, a more frequent appeal to the moral sentiments, and the resort to such moral restraints and correctives, as judicious school regulations, sustained by the authority of the School Committee, can afford.

In nearly all our cities, there is believed to have been a sensible amelioration in the modes of discipline, on the score of enlightened humanity, within the last ten years.

To ascertain the actual condition of our schools in regard to discipline, the Committee obtained reports, very early the past year, from the Sub-committees of the several schools, a summary of which will be noticed in the Appendix, F.

They also addressed enquires to the Principal Teachers of the Grammar and Intermediate Schools, which were duly answered. Several facts were developed in the replies.

1. No voluntary record of cases of punishment was reported

as kept by either of the Principals of the Grammar Schools, and but by one Teacher of the Intermediates. The latter keeps "a memorandum of every case of corporal punishment; also, the time and circumstances that led to it."

2. It was ascertained that corporal punishment is inflicted in all the schools; the frequency of its infliction, or the number of cases not given, except from one Grammar and one Intermediate School.

3. It was reported from all the schools, that no particular discrimination was made in the misdemeanors punished. "Repeated," or "general disobedience," and "insubordination," under whatever form, constituted the punishable offence.\*

4. In all the Schools, this mode of punishment is reported as inflicted by the Assistants, as well as the Principals; although, in three of the Grammar Schools, it occurs "very rarely."

5. Corporal punishment is inflicted in all the schools upon girls. No distinction is reported as made between the sexes in the offences punished. The number of such cases, for the term, was reported only from one Grammar, and one Intermediate School,—viz.: *one* in each. In the Intermediate School, the case occurred at the solicitation of the mother, and after much delay.

6. In reply to the inquiries, whether any substitutes could be adopted in the place of corporal punishment, and whether manual and other general exercises would remedy general disorder, the general opinion was in the negative. The following, from an Intermediate teacher, presents suggestions, which, as sanctioned by a successful experience, are worthy of notice.

"I say but very little about punishment, and try to lead every one, as far as possible, to feel a personal responsibility. This I do in various ways. One is, to divide the school, at the close of each week, into several grades, according to their

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\* Some of the offences particularly named are, "talking aloud, repeated whispering, low study, chewing gum, insulting, profane or indecent language, fighting and any specific, wilful disobedience of a specific prohibition or requirement."

conduct and attainments. The first, second and third grades rise and stand, each under an appropriate motto, erected on the walls of the school-room, and receive their cards, with my approbation and encouragement. Then, they pass quietly to their homes, while those, who have been recreant in their duty, still remain in their seats as silent spectators of the scene, having ‘no part nor lot in the matter. This exercise often brings tears of repentance, and leads one after another to resolve upon a better course.’

“Another way I have to show my approbation to the faithful is, by dismissing them first in order, at the close of each session, and obliging the disorderly to go separately, after I have conversed with them, as the nature of their offences require. There is a double advantage in this; it puts the scholars in a thoughtful mood, and gives me an opportunity to talk with them, without robbing the better portion of my services.

“I have great confidence in manual and other general exercises, as a remedy for uneasiness and general disorder in school. Besides, valuable instruction can be imparted, with so many attractions, in this way, as to rouse the stupid, create a desire for knowledge, and establish a taste for intellectual enjoyment. I sometimes require scholars to come forward and stand, for being idle or disturbing their neighbors, by whispering, &c. Sometimes I require them to study after school, when they have been too indolent to complete their task.

“These are some of the substitutes that I adopt for corporal punishment, and I find them effectual in general cases. A more cheerful and happy state of mind is produced; the school-room is rendered more attractive, and its associations are of a more elevated character.”

The above facts and statements, elicited from the teachers, will afford some idea of the condition of our schools in regard to discipline. They afford materials for the public to judge how far improvement is needed or desirable, or further regulations are required. The full experience of the past demonstrates the insufficiency of a merely *punitive* discipline, which is not sustained by a healthful, efficient and attractive moral power in the teacher himself. Says one of our Intermediate teachers, “I have always found, that the longer I could man-

age without corporal punishment, a higher and more refined state of feeling pervaded the school, and hence, more correctness of deportment and diligence in study."

In reply to an enquiry from the Committee, regarding "the principles and methods to be employed by a teacher to secure authority, good order and good conduct in a school,"—the replies from the Grammar Schools, although generally concurrent in sentiment, were yet somewhat various in form. In general, the answer was embodied in the concise saying, "just laws, sure penalties, executed with decision."

One replies, the teacher should be "kind, patient, just, worthy of respect, and inflexible in requiring prompt and implicit obedience to whatever he commands."

Yet another replies, "by giving the scholars to understand that he is judge, jury and executioner. That the judge is upright, the jury impartial, and the executioner always ready to do his duty."

An Intermediate Teacher furnishes the following reply, with which the Committee will close their remarks on this part of the Report :—

"I hardly know how to express my views of the principles and methods to be employed by a Teacher to secure authority, good conduct and good order in a school. I have a *theory*, but my *practise* falls so far below it, that I cannot speak of it, but with self reproach. But, as I am thus called upon officially, I will say, that I think a teacher should enter the school-room as a sacred place, look upon his work as no unimportant one, and devote himself unreservedly to its duties.

"The legal obligations should not only be fulfilled, but be superseded by the higher claims of a faithful conscience. This spirit of self-sacrifice and devotion will be breathed upon the pupils ; and some will always be found among them, ready to appreciate and respect such exalted motives and unshrinking fidelity. The less rules he has, I think the better; the rule of *right* may be the all-important and comprehensive one, upon whose basis the claims of such duties as are necessary for the common good may be presented. It seems to me that

nothing should be attempted, in the matter of discipline, which cannot be fully carried out ; for even children are not slow to discover such a defect, and to take advantage of the failure. Dignity of manners, evenness of character, and firmness of purpose should characterise every action. The operations of individual minds should be studied with great care, so that the teacher may adapt himself to their various capacities and peculiarities. A *look* of disapprobation, to the tender-hearted and conscientious, is often more severe than a *blow* upon one of an opposite character.

" Then, I think there should be some fixed and well-formed plan for each day's labor. Lessons should be wisely adapted to the capacity of each scholar, so that all may have sufficient employment, and yet none be discouraged by too difficult tasks.

" There must also be some healthful stimulus, some object to labor for, which children can apprehend and feel. Hence the propriety of some *general system* that shall meet this necessity. That system every ingenious teacher can work out, to suit the peculiarities of his own school."

A few suggestions, on the subjects of Penmanship and Vocal Music, will close this notice of the condition of our schools.

## PENMANSHIP.

Six writing-masters are now employed in the High and Grammar Schools, with a salary of \$600, each master having the instruction of two schools. Such inspection as the Sub-committees have been able to give to these departments, justify a favorable report of their condition. Our teachers are successful in making good writers, and are accustomed to exhibit many beautiful specimens of improvement, at the close of the term.

The most noticeable defects in this department are, an occasional tendency to a florid rather than a simple style ; neglect of dotting the i, and crossing the t,—defects which, as affecting merit, have sometimes forfeited admission to the High

School ; an apparent want of *oversight* of the scholars, *while writing*, evidenced by the mis spelling of words through an entire copy ; and indistinctness in writing numerals, before noticed. A mode of writing the small e and t, is in some schools in *common use*, which seems to the Committee in questionable taste, and a few of the capital letters (for example G,) are sometimes wanting in symmetry, so as not to be easily recognised.

The Committe recommend an encouraging attention to Penmanship in the Intermediate Schools. In none of our schools is it more to be desired.

Book-keeping (connected with the Writing Department) is not authorised in the Grammar Schools. Does not a wise expediency recommend its introduction ? Some knowledge of accounts seems indispensable in the most common education of boys.

## VOCAL MUSIC.

Instruction in this beautiful art has been successfully continued the past year, two half-hours in each week being devoted to it. Its importance as a valuable accomplishment, its utility in the exercise and expansion of the vocal organs, as well as the grace and attraction it adds to the school-room, have fully approved its introduction in Common Schcols.

The Committee have noticed a marked difference in the schools, in the degree of *distinctness in articulating the words sung*. They have observed also, in some schools, in the replies to questions on the *theoretical* part of music, a less general readiness in answering than is desirable—the *younger half* of the school being rarely heard. The animation and intelligence commonly exhibited in these exercises, however, are gratifying to the spectator, and commend the teacher's skill.

## WANTS OF THE SCHOOLS.

In closing a Report whose extended character, it is hoped, will be justified by the importance of the topics discussed, the Committee would notice what they regard as the most pressing wants of our schools.

1. The first and most desirable object is, a more thorough and systematic *classification*, not only of the studies in each grade of the schools, but in *each class* of every grade. Such a classification, distinctly defined and carefully watched, can alone give thoroughness and completeness to our system; whose aim should be, to afford the most perfect education possible, each step in the entire course being preliminary and preparatory to the next. On no one point do the life and vigor of a school system more depend, than on this.

2. It is believed that our schools would be benefited by a careful revision of the *Text-books*,—in the existing multiplicity of such, no easy task. While needless expense and questionable or hasty changes in this regard, are to be deprecated as serious evils, not less to be avoided is the retention of books and modes of teaching found unprofitable, when others of approved and superior merit are at command. Some improvement in the French department of the High School (where this study receives large attention) is urgently called for.\*

A revision of our Reading-books, so as to obtain the benefit of a more uniform system in that department of instruction, is also needed. The serious defect of such books as have been heretofore prepared, is the absence of all scientific *method* and *classification of lessons* adapted to the full exercise of the vocal organs, and the cultivation of an enlightened, comprehensive, and discriminating taste.† All effective improvement

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\* The modes of teaching French, now in popular use, are liable to serious objection, and are wholly dissimilar to the mode of classical teaching approved by long experience in our best institutions of learning.

† For the fuller practical unfolding of this idea, the public are greatly indebted to the successful labors and experience of Professor William Russell.

in our schools must hereafter be looked for, in the adoption of such books as conform to the well-known laws of the mind, in its natural and orderly developement.

3. A third need of our schools is, of a more general and strict attention to *oral teaching*, not to supersede, but to accompany the class lessons. "Books," says Lord Bacon, "teach not their own use." The text-book is but a *manual*, not the *Teacher*, nor to hold the Teacher's place. If the book alone teach, the Teacher's office is superseded or useless.

In many cities, a part of each school-day is expressly required to be devoted to (as it is termed) "a lesson on common things;" and the teacher is required to preserve a record of the subjects, on which instruction is thus given. The success of some of our best Primary and Intermediate Teachers, in oral teaching, affords a strong argument for an encouraging attention to the practice in all our schools. Of the child it may be as truly said as of the man,—

"To know  
That which before us lies in daily life,  
Is the prime wisdom."

4. A fourth want of our schools is a careful vigilance in the *selection of the best teachers*. Says the last Report of the Board of Education, "nearly all the evils complained of in the present condition of the schools will diminish, and finally, almost disappear, under the influence of highly qualified teachers."

Lowell affords a liberal renumeration to its teachers; one which, with suitable pains, may command teachers of superior ability. Should not such be sought out, irrespective of residence, and with a single aim to the public good. Consideration should unquestionably be had for candidates of equal merit, from our own community. Yet it is to be remembered, the teacher is made for the school, not the school for the teacher. If the public or the individual must suffer, the alternative cannot be a doubtful one. Not more true is the ancient

proverb of Israel, "as is the mother so is her daughter," than is the dictate of modern experience, "as is the teacher, so is the school."

To improve the qualifications of teachers, the State authorities have founded large and successful Normal Schools. The example has been followed in numerous private establishments of a similar character. Has Lowell sufficiently availed itself of these important advantages, either in the selection of candidates, or in encouraging such among us as aspire to the teacher's office, to seek the superior benefits of such schools?

It may be added that, for several years, "Teachers' Institutes" have been held, at the charge of the Commonwealth, in all parts of the State, for lectures and free discussion, with experimental illustrations of improved modes of teaching. Lowell has never yet sought this desirable help. Would not our schools derive a profitable impulse, from a full participation in all the enlightened and noble efforts which are now made, to improve our public schools, and to accommodate them to the well-known advancement of scientific knowledge?

5. The Committee would suggest, as an important means of improving our schools, that their *interior working* should be more fully brought to the public notice, in detailed reports. All popular institutions should be laid bare to public inspection. Such is the theory of our free institutions; it applies to every municipal and public interest.

The power of an enlightened public sentiment is too well-known, to require an enforcement of its necessary agency in elevating our schools. Committees may effect much for them; the united public can accomplish more, by an intelligent understanding of their condition, imperfections and wants. It is the public bounty which supports them, and for the highest ends of the public good they are conducted. No single municipal appropriation approaches, either in amount or importance, that for our public schools. Does not a true wisdom require a full and discriminating exhibition of the actual state of our

schools, that every possible guaranty may be afforded for their most successful management.

6. Another sensible want of our schools, is an *enlargement of the Committee*, actively superintending the schools.

We have in Lowell some sixty schools, embracing over one hundred different departments. Each of these, in obedience to the statutes, should be duly visited and inspected once a month. Here are required more than *one thousand* visits yearly ; and this, independently of the frequent visits of transient necessity, meetings of Committees, and the various calls, at home or abroad, incident to an extensive system of public schools.

The duty, thus immense and diversified, is devolved upon *six* men. The same number was elected in 1827, one year after the incorporation of Lowell, when there existed six District Schools, generally small, and kept but a part of the year.\*

It will thus be seen, that each member of the present acting Committee, charged with the care of about *seventeen* departments and teachers, their services extending through the year, must legally perform an amount of duty, more than three times as great as that of *the entire Committee* in 1827. Can the public reasonably expect to find citizens in the active professions and callings of life, to whom such a sacrifice to the public good is even possible ?

The result must inevitably prove, as experience has shown, that these duties are often discharged in an imperfect and perfunctory manner, not satisfactory to the incumbent himself, and exposing the schools to serious detriment. It is well-known that the Primary Schools, than which, as elementary schools, none are more important, which are attended by the largest proportion of our children, and need a frequent and paternal supervision, have often suffered from infrequent visitation, and the want of cherishing oversight and careful inspection. Yet such a result is plainly inevitable, with the limited number among whom the labor of school superintendance is distributed.

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\* In 1832, the acting School Committee consisted of *seven* members.

In respect to the number of the acting Committee, not only can no example be found in any other city of New England, where, in proportion to the number of its schools, the members are so few ; but from a careful estimate, it is believed, that each member of the Lowell acting Committee has an amount of labor to perform in school visitation, *three times as large*, as in any other city in Massachusetts.\*

The Committee appeal to the public, not in behalf of the office they bear, but in behalf of the public interest in its schools, whether it is wise to subject them to the hazard of neglect, which such a state of things must involve. The possible objection, that to increase the Committee will increase expense, is of inconsiderable weight, where so large an expenditure and so important a public interest are concerned. The economical consideration is rather on the side of the change. The city would be the gainer, in the improved character of the schools themselves.

It has been suggested, that the appointment of a Superintendent of Public Schools would relieve the difficulty in question. Such an appointment would undoubtedly be a public benefit. It is strongly recommended by the successful experience of other cities. The subject is worthy the public consideration, as one of primary importance in a well-regulated and efficient school-system.

Yet, it is to be borne in mind, that such an appointment cannot diminish the duties of the School Committee as defined by law ; and further, that a Superintendent of Schools, in the best discharge of his functions, will require the counsel, support and influence of a numerous and intelligent Committee.

The increase of the acting Committee to two or more members from each Ward, (several of our cities, of less population than Lowell, choose two from each Ward and others at large) would not only relieve a labor now insupportably arduous, and

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\* For a statement of facts in regard to the organization of School Committees in other cities, see Appendix, G.

to the full extent of the law impossible ; but it would introduce a larger variety of talent and experience into the Committee. It would impress a higher character and dignity upon their deliberations and acts ; and, by a better division of labor, secure efficient oversight of particular school-interests, now comparatively overlooked. It is not to be doubted, that essential improvement and advance beyond the present condition of our schools would be greatly subserved, by the enlargement of the Committee proposed. Such an enlargement would correspond with the remarkable extension of our school-system, now second in magnitude only to that of Boston, in the State.

7. In connexion with the preceding, is another subject, on which the Committee cannot forbear, from motives of delicacy, to offer a remark, viz.,—the importance of some *durability* in the service of the Committee. The change of Committees, almost entire, from year to year, argues an instability inevitably prejudicial to public schools. It implies either want of wisdom in the public selection, or inefficiency in the Committee, or both. If experience is held in esteem in other municipal offices, where is it more to be desired than in this ?

As political considerations often occasion the changes referred to, does not an enlarged patriotism demand the exclusion of schools from the domain of party politics ? If the disturbing influence in education of *religious* differences is to be deprecated, is the shifting ascendancy of political party less so ? The most successful administration of our schools can only be hoped for, through unity of zeal and purpose in the entire community. Can any institution make a stronger appeal to a comprehensive and conciliatory patriotism, than that which moulds the character of our children, and is to shape the destiny of coming generations ?

In finally relinquishing their charge, for the past year, the Committee would do injustice to their own feelings, in the review they have taken, and to the schools with whose care they have been intrusted, did they not express their sense of

the noble work already accomplished, in the establishment of our extensive system of popular education.

What, elsewhere, has been the consummation of centuries, has here been the achievement of less than a generation. And while we would not conceal its imperfections, nor be blind to its possible improvement, it should conciliate candor to suggest, that less imperfection was hardly possible, amidst the rapid growth of our city, and that what has been achieved may be viewed as a cheering pledge of yet higher advancement. The system of free schools in Lowell will be an enduring memento of the intelligence and public spirit of this young city, of the laborious and enlightened care of past Committees, in developing it in symmetrical proportions and healthful vigor, and of the meritorious services of intelligent and experienced teachers, who have largely contributed to their prosperity.

The Committee invoke upon these cherished institutions the blessing of God, while they commend them to the continued watch and liberality of the public. With a past that does honor to our school-history, let us not be content, without laborious provision for the future.

“O let not virtue seek  
Remuneration for the thing it was.”

Perpetual vigilance and effort are the conditions of all durable improvement in human institutions.

We ask for our schools the active and generous sympathy of men of intelligence and influence ; and the effective and magnanimous encouragement of the City Authorities, the representatives of the public wisdom and bounty.

We ask for them the helping aid of parents, to secure constancy of attendance, to sustain the just authority of the teacher, and to co-operate in all healthful and necessary regulations for the general good.

We ask for the teachers, that candor and generous appreciation, to which a most laborious and responsible office, faithfully borne, most justly entitles them.

Finally, we ask for those intrusted with the superintendance of our schools, the sympathy, aid, and friendly construction of their acts and recommendations, without which our institutions for popular education must languish in feebleness, and fail of their highest end of public usefulness.

Ward 1.—JOHN MAYNARD,	}	Ward School Committee.
“ 2.—WILLIAM BARRY,		
“ 3.—NATHAN ALLEN,		
“ 4.—HORACE HOWARD,		
“ 5.—WM. H. BREWSTER,		
“ 6.—JOHN B. McALVIN,		

J. H. B. AYER,	}	Mayor and Aldermen, members <i>Ex officiis.</i>
L. A. CUTLER,		
WILLIAM NORTH,		
ABIEL ROLFE,		
WILLIAM FISKE,		

**LOWELL, JANUARY 3, 1851.**

At a meeting of the whole Board of the School Committee, held this day, the foregoing Report was adopted; and five thousand copies were ordered to be printed and distributed, under the direction of the Ward Committee.

**J. H. B. AYER, Chairman.**

**J. B. McALVIN, Secretary.**

# APPENDIX.

## A.

### TABLE

*Of the Lowell Schools, from the Incorporation of the town,  
in 1826, to the abolition of the District system, in 1832.*

YEARS.	School Appropriation.	Valuation.	Population.	No. of Districts.	No. of Schools.	Whole No. attending			Whole No. for the year.	South Grammar School. Whole No. Av.
						Dist'ct No. 1.	Sum'r.	Wint'r.		
1826	\$1,000	\$207,925	2300	6						
1827	1,200	250,277		6					91	50
1828	1,200	320,703	3532	6					169	60
1829	1,200	861,761		6	8	165	267	305	784	237 75
1830	1,500	993,201	6477	6					152	50
1831	1,800	1,083,277		6					165	60

Prior to 1826, the territory of Lowell was a part of Chelmsford, and constituted one of its School Districts, with two school-houses, one near "the Pound," the other at "the Falls." Although it contained, early in 1824, near 600 inhabitants, and its population on the increase, the sum appropriated by that town for schools in this District was, in 1825, but \$113 50.

The school-houses in the six Districts, in 1826, were located as follows, viz.—No. 1, built early in 1824, by the Merrimac Corporation, was near the First Congregational Church, to the

west, on Merrimac street; No. 2, "at the Falls," by the Stone-house, near the corner of the land now occupied for the Hospital; No. 3 was near "the Pound," on the old road to Chelmsford; No. 4 was distinguished as "the red school-house," near Hale's Mills; No. 5 was on the Hamilton Corporation, east of the Free Chapel; No. 6 was near the south corner of Central and Hurd streets.

The male Teachers of these schools, as appears from the town records, in 1827, were No. 1, A. V. Bassett; No. 2, C. F. Blanchard; No. 3, Perley Morse; No. 4, C. Kittredge; No. 5, J. Merrill; No. 6, N. Wilson.

The first School Committee, appointed by the town, consisted of Theodore Edson, Warren Colburn, John O. Green, Samuel Batchelder, and Elisha Huntington.

The **HANCOCK**, or "North Grammar School," though holding the second place in numerical order, claims priority in age to the Edson, No. 1. It was kept, as early as 1823 or 1824, by Joel Lewis, and for several years occupied the school-house built by the Merrimac Corporation, until its removal to the North school-house, finished in June, 1833. Mr. Lewis was succeeded by A. V. Bassett, in 1825; the latter by Walter Abbott, in 1829; and this last by Reuben Hills, in 1830, who retired in 1835. The principal teachers since have been, Jacob Graves, 1835; G. O. Fairbanks, 1841; O. C. Wright, 1842; J. Graves, 1843; J. P. Fiske, 1847.

The **EDSON**, or South Grammar School, was, as early as 1827, under the charge of the veteran teacher, Joshua Merrill, whose connexion was terminated by his voluntary retirement, after 18 years of faithful service, in 1845.

This school, kept in 1827, in the small school-house on the Hamilton Corporation, was removed to the lower story of the Free Chapel, in 1829; from thence to the South school-house, on its completion in February, 1833; at which period a Grammar School, previously kept under the First Universalist Church, on Chapel Hill, and instructed by Moses H. Eaton, was united with the South Grammar School. Mr. Merrill was succeeded, in 1845, by Perley Balch, the present incumbent.

The **WASHINGTON** Grammar School, commenced in March, 1834, in the North school-house, was subsequently removed to the South school-house. Nathaniel Healey was its first teacher, succeeded in 1835, by S. S. Dutton; in 1836, by Isaac

Whittier, followed, the same year, by John Butterfield; after whose retirement, in 1840, Jonathan Kimball was its Principal about 10 years; A. P. Young succeeding him, on his transfer to the High School, in 1850.

The original representatives of the FRANKLIN and MANN Schools (numbers 4 and 5) were Irish Schools, opened in 1835; one under the Catholic Church, of which Patrick Collins was the teacher, and so continued till 1838; the other, on Chapel Hill, was taught by D. McIlroy. These two schools were subsequently united, in 1838, as one school in "Liberty Hall," D. McIlroy and P. McDermott its joint teachers, until about 1840. J. Eagan was their successor till 1843; in which year M. Flynn was its teacher. The Mann school-house being ready for occupation, in January, 1844, the school was re-opened, under the charge of G. W. Shattuck.

The FRANKLIN school proper, organized in 1839, was first under the instruction of G. Spalding, followed, in 1844, by N. H. Morse; E. W. Young 1849, and A. B. Heywood, in 1850.

The ADAMS School has had from its first establishment, in 1836, the continued services of O. H. Morrill; on whose retirement the past year, (noticed in this Report) S. Bement was appointed to succeed him.

The MOODY School, in Belvidere, its house finished in 1841, was opened under the charge of S. Pooler, the present incumbent, the same year.

The GREEN School, its house finished the same year as the Moody, was opened that year under S. C. Pratt, as its principal teacher, followed by A. Walker, in 1842, and Charles Morrill, in 1845.

The COLBURN School was opened under the charge of the present principal, A. Walker, on the completion of the school-house, in 1848.\*

The VARNUM School, opened in 1851, in the "Academy Building," upon the annexation of Centralville, has since been under the instruction of A. W. Boardman as its principal.

It is worthy of notice, in closing this sketch, that so many of the Grammar Schools of this young city, have had the uninterrupted services of the same teacher for a series of years.

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\* On the occasion of the opening of this house, an address was delivered by the Rev. Dr. Edson, (afterwards printed) containing much valuable information relating to the early school history of Lowell.

## T A B L E,

*Extending from the abolition of the District System, in 1832,  
to 1851, inclusive.*

Years.	Appropri' or for schools	Population	Valuation.	Whole No. of schools	No. of Pri- maries.	No. Teach- ers. Male. Fem.	No. child n from 4 to 16 years of age	Whole No. belonging to the year.	Average No belonging.	A'vege daily attendance.
1832	\$4,000	10,254	3,977,626	12	8			1,495		
1833	5,500	12,363		14	11			2,391	1,350	
1834	8,500		4,287,429	18	14	8 20		2,970		
1835	10,800		4,927,839	20	15	12 21		3,088	1,687	1,264
1836	11,800	17,633	10,497,446	24	17	13 25	3,548	3,761	1,983	1,544
1837	14,000	18,010	10,583,008	27	20	17 27	3,308	4,643	2,505	1,839
1838	16,000		10,589,400	28	21	17 30	3,800	5,005	2,673	1,922
1839	16,500		11,672,776	28	21	16 30	3,995	5,127	2,695	1,932
1840	17,500	20,981	12,415,920	31	23	21 35	4,015	5,830	3,229	2,384
1841	22,200		13,095,238	35	26	21 42		6,781	3,449	2,788
1842	25,000		13,383,612	37	28	20 46	4,500	7,094	3,547	2,875
1843	25,000		13,611,902	39	30	19 48	4,700	7,305	3,657	2,984
1844	24,000	25,163	13,999,980	44	35	17 57		7,650	3,854	3,223
1845	27,000		14,629,790	45	36	18 59	4,827	7,446	3,770	3,117
1846	27,000	29,127	15,138,926	47	38	18 61	5,280	7,504	3,991	3,279
1847	34,000		16,676,962	47	38	18 63	6,089	7,610	4,092	3,487
1848	36,035		17,358,496	50	41	21 67	6,318	8,256	4,736	3,807
1849	36,865		18,038,652	53	43	21 72	*5,044	8,851	5,168	3,953
1850	36,021	32,620	18,691,889	56	46	22 75	5,415	8,709	5,261	4,283
1851	44,16-		19,790,265	60	46	21 82	5,432	8,734	5,672	4,347

## T A B L E

*Of attendance at the HIGH SCHOOL, from its establishment  
in December, 1831.*

Yr's	Number Be- longing the whole Year, M'e. Fm. Tot.	Average Number Belonging.	Average Daily Attend'ee.	Yr's	Number Be- longing the whole Year, M'e. Fm. Tot.	Average Number Belonging.	Average Daily Attend'ee.
			80		1842	152 23:9	391 88
					1843	135 24:9	384 83
			70		1844	141 2:7	368 76
1832	191				1845	141 2:3	424 64
					1846	125 20:6	331 6
			7:		1847	116 2:9	342 6:
1833					1848	116 2:5	391 72
			8 29		1849	135 25:6	391 72
1834					1850	144 2:6	414 144
			57		1851	125 25:6	391 72
1835	77 104 181		57		1852	125 25:6	391 72
1836	64 104 164	33 56	83 26	1841	125 20:6	331 6	100 172
1837	90 132 222	49 70	119 41	1842	116 2:9	342 6:	109 177
1838	92 128 210	52 61	113 42	1843	135 25:6	391 72	144 216
1839	115 131 246	55 59	124 57	1844	109 2:2	401 93	140 233
1840	132 171 308	83 88	171 75	1845	160 24:9	409 88	141 229
1841	155 228 383	86 114	200 75	1846	161 22:0	381 88	159 247

\* Since 1849 (inclusive) the census includes only children between the ages of 5 and 15 years.

† This amount is given in the recent inaugural address of the Mayor elect. The sum of \$15,500 before given in the Report, was the estimate obtained from the Assessors.

The High School was first opened in the small school-house, near the Free Chapel; then transferred to the lower story of the Chapel; subsequently to the room now occupied by the Edson Grammar School; then to Concert Hall;—afterwards, successively, to the North school-house, to the attic of the brick Catholic Church on Suffolk street, and to the Hall of the Free Chapel; from whence it found, in 1840, its present resting place.

The male principals of the High School have been as follows, viz.—J. M. Clark, 1831; N. Hoppin, 1833; William Hall, 1834; F. Forbes, 1835; M. Currier, 1836; N. Cleavland, 1841; F. Forbes, 1842; C. C. Chase, 1845 to this time.

The female principals have been, Miss L. E. Penhallow, 1840; Miss S. E. Burdick, 1846; Miss Anne E. Sawyer, 1850 to this time.

### T A B L E

*Of attendance at the GRAMMAR SCHOOLS, from 1832 to 1851, inclusive.*

Years	No. of schools	Whole No. belonging through the year			Average No. belonging.			Average daily attendance.		
		Male.	Fem.	Total	Male.	Fem.	Total	Male	Fem.	Total
1832	*5			890						337
1833	2			1100				600		
1834	3			1500						
1835	4			1424						490
1836	6	901	787	1688	494	460	954	385	345	730
1837	6	964	1009	1973	583	538	1121	425	375	800
1838	7	1025	1023	2048	647	609	1256	464	425	889
1839	6	1078	1074	2152	606	559	1165	351	419	770
1840	7	1249	1261	2510	749	620	1369	557	496	1053
1841	8	1381	1369	2750	687	679	1366	589	548	1137
1842	8	1392	1417	2809	742	706	1448	609	570	1179
1843	8	1435	1415	2850	729	701	1430	616	590	1206
1844	8	1396	1576	2872	613	771	1385	613	642	1255
1845	8	1377	1486	2864	759	762	1521	591	610	1201
1846	8	1423	1442	2865	752	722	1474	626	610	1236
1847	8	1353	1427	2780	716	759	1475	629	648	1277
1848	8	1440	1381	2821	868	887	1755	709	706	1415
1849	9	1475	1520	2995	921	939	1860	744	737	1487
1850	9	1492	1580	3072	987	1020	2007	796	810	1606
1851	10	1544	1602	3146	1063	1095	2158	815	824	1639

\* This No. includes 2 "man's schools" at the Falls, and at the South-west part of the town.

## TABLE

*Of attendance at the PRIMARY SCHOOLS, from 1832 to 1851,  
inclusive.*

Years	No. of schools.	Whole			No. belong-ing.			Average No. belong-ing.			Average daily atten-dance.		
		Male.	Fem.	Total	Male.	Fem.	Total	Male.	Fem.	Total	Male.	Fem.	Total
1832	8			525									
1833	11			1100									550
1834	14			1400									
1835	15			1826									712
1836	17	881	1088	1969	451	495	946	357	397	754			
1837	20	1186	1256	2443	633	630	1263	484	474	958			
1838	21	1345	1392	2737	647	657	1304	477	466	943			
1839	21	1336	1398	2734	689	717	1406	510	492	1002			
1840	23	1548	1658	3206	838	844	1682	626	610	1236			
1841	26	1826	1765	3591	957	934	1891	749	712	1461			
1842	28	1930	1964	3894	970	929	1899	783	745	1528			
1843	30	2012	2059	4071	1011	1016	2027	822	783	1605			
1844	35	2155	2181	4336	1034	1039	2073	931	879	1810			
1845	36	2143	2016	4159	1073	996	2069	941	829	1770			
1846	38	2197	2111	4308	1241	1104	2345	1024	874	1898			
1847	38	2306	2182	4488	1270	1170	2440	1067	993	2060			
1848	41	2521	2523	5044	1402	1363	2765	1151	1057	2208			
1849	43	2712	2743	5455	1608	1467	3075	1214	1061	2275			
1850	46	2577	2651	5228	1471	1534	3005	1255	1230	2485			
1851	46	2443	2506	4949	1445	1485	2930	1123	1095	2218			

## CLASSIFIED TABLE,

*Showing the ages of the Scholars attending the several GRAM-MAR SCHOOLS, February, 1851.*

SCHOOLS.	7 yrs		8 yrs		9 yrs		10 yrs		11 yrs		12 yrs		13 yrs		14 yrs		15 yrs		16 yrs		17 yrs		18 yrs		19 yrs		20 yrs	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Edson,	1	1	4	8	14	4	22	18	16	16	18	19	12	5	18	6	3	4	3	3	3	1	1	1	1	1	1	1
Hancock,	4	5	12	12	19	17	16	23	16	13	16	13	19	8	16	4	3	4	3	1	1	2	2				2	
Washington,	2	3	2	4	18	10	16	11	16	14	20	16	8	13	15	10	5	3	1	4	1	1	1	1	2	1	1	
Franklin,	3	1	8	9	11	20	14	15	11	16	12	13	11	16	10	15	6	9	2	1	1	1	1	1	1	1	2	
Mann,	1	1	9	9	14	4	22	35	22	18	39	36	20	30	8	26	5	9	4	3	1	2	1	1	1	1	1	
Adams,	1	1	6	10	13	16	18	21	20	26	16	20	20	17	5	9	4	3	1	2	1	1	1	1	1	1	1	
Moody,	4	0	8	9	15	10	21	29	22	21	19	20	23	17	10	16	2	2	4	1	1	1	1	1	1	1	1	
Green,	4	0	9	6	15	16	27	20	27	22	21	24	7	2	13	7	7	1	3	2	1	1	1	1	1	1	1	
Colburn,	0	4	9	12	10	16	19	20	21	21	19	18	13	20	7	6	10	4	5	4	1	1	1	1	1	1	1	1

NOTE.—To the Hancock School, add 2 females aged 21 years. To the Green School, add 1 female aged 25 years.

## B.

June 11, 1850.—The Censors reported as follows,  
viz. :—

Whole number of inhabitants, May 1, 1850,	- - -	32,620
Whole number of families,	- - - - -	5,350
Whole number of children between 5 and 15 years of age,	- - - - -	5,415
Whole number of foreigners, including children,	-	10,071
Whole number of children under 5 years of age, of foreign parents,	- - - - -	1,354
Whole number of children between 5 and 15 years, of foreign parents,	- - - - -	1,995

## IRISH SCHOOLS.\*

Years	Grammar Schools.	Primary Schools.	Whole Number Belonging.	Average Number Belonging	Average Daily Attend'ce.
1835	1	2	469	282	28
1838	2	3	752	435	342
1844	1	5	638	443	

## TABLE,

Showing the relative attendance of children of foreign parentage in the Lowell Schools, in 1851.

	In all the Schools.	High School	Gram'm. Schools.	Intermediate Schools	Primary Schools.
Whole number for the year,...	†8712	381	3126	523	4662
Number of foreign parentage,..	†3428	20	780	364	2023
Ratio of foreign parentage,....	39	5	25	69	43

\* For a historical sketch of the Irish Schools in Lowell, see the School Report, March 1844.

† The excess of these No's has been explained. The ratio is near the truth.

## T A B L E

*Showing the attendance of children of foreign parentage in  
the several Grammar Schools, February, 1851.*

SCHOOLS.	Number under 14 years			No. Aged 14 or over.			Aggregate	Whole Number of Scholars the Term.
	Male.	Fem.	Total.	Male.	Fem.	Total.		
Edson, .....	23	10	33	3	1	4	37	235
Hancock,.....			6			1	7	240
Washington,..			29	1	3	4	33	200
Franklin,.....			8			2	10	216
Mann,.....							310	310
Adams,.....	18	13	31	1		1	32	265
Moody,.....	20	16	36	4	2	6	42	270
Green,.....	31	25	56	3	2	5	61	297
Colburn,.....	21	18	39	3	1	4	43	268
Aggregate,.....							575	2301

## T A B L E

*Showing the relative charge, to the several cities of this Commonwealth, for the support of schools, in 1850, based upon the valuation of 1840—the facts taken from the fourteenth Mass. School Report.*

Cities.	Valuation.	Amount of taxes for wages, board, fuel, &c.	Rate on each \$1000 of valuation
LYNN,	\$1,319,656	\$ 12,057	\$9.14
CHARLESTOWN,	4,033,176	26,535	6.58
ROXBURY,	3,257,503	21,655	6.49
CAMBRIDGE,	4,479,501	20,026	4.47
WORCESTER,	3,696,004	14,635	3.96
LOWELL,	10,160,652	32,597	3.20
NEW BEDFORD,	6,149,520	16,384	2.66
BOSTON,	109,304,218	237,100	2.17
NEWBURYPORT,	3,208,857	6,712	2.11
SALEM,	10,218,109	18,450	1.80
Average,	- - -	- - -	4.25
1851. LOWELL,	* 19,790,265	39,407	2.23

\* This amount (of the valuation in 1851) is reduced, in the assessment of taxes, about 2 millions. The ratio is estimated on the reduced valuation.

TABLE,  
Showing the No. of Certificates for entering the Mills, issued from the several Grammar Schools, from  
1838 to 1851, inclusive.

YEARS.	Edson.			Hancock.			Washington.			Franklin.			Mann.			Adams.			Moody.			Green.			Jolburn.			'T' Annally.				
	M.	Fe.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'		
	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'	M.	F.	T'		
1838	6	15	21	17	28	45	11	11	—	24	25	49	18	48	66	65	127	192	65	127	192	65	127	192	65	127	192	65	127	192		
1839	5	20	25	8	12	20	11	19	30	39	43	82	13	31	44	76	125	201	76	125	201	76	125	201	76	125	201	76	125	201		
1840	6	12	18	9	14	23	10	25	35	2	3	5	32	48	80	9	32	41	16	41	57	7	26	33	7	9	16	68	134	202		
1841	5	11	16	27	6	33	3	8	11	4	12	16	27	38	65	6	18	24	5	16	21	1	1	2	1	1	2	1	1	2	1	
1842	1	5	4	4	9	13	12	12	12	12	12	12	16	29	45	4	6	6	5	16	21	2	3	5	1	1	2	1	1	2	1	
1843	2	3	5	1	3	4	4	4	4	4	4	4	8	3	11	5	7	12	5	7	12	2	3	5	1	1	2	1	1	2	1	
1844	2	2	2	3	2	5	1	1	2	1	1	2	15	23	38	17	14	31	4	4	4	1	2	1	1	1	2	1	1	2	1	
1845	2	3	3	17	11	28	3	7	10	2	1	3	27	21	48	15	6	21	5	14	19	2	7	12	1	1	2	1	1	2	1	
1846	2	7	9	7	18	25	8	8	16	2	2	2	22	30	52	19	19	38	9	15	24	12	1	1	1	1	1	2	1	1	2	1
1847	4	10	14	11	8	19	14	3	17	2	2	2	24	27	51	20	12	32	6	13	19	6	16	2	1	1	2	1	1	2	1	
1848	4	5	5	12	10	22	6	8	14	4	3	7	17	22	39	17	7	24	4	5	9	5	9	14	20	13	33	80	82	171		
1849	4	4	5	15	9	6	15	6	6	2	4	6	32	14	46	4	7	11	2	3	5	8	2	1	1	4	2	6	78	42	120	
1850	10	3	13	8	8	16	7	2	9	38	19	57	3	4	7	6	5	11	7	4	11	18	10	28	97	55	152	55	152	55		
Total.	56	100	156	142	140	282	71	96	167	19	40	59	323	346	633*	167	262	429	42	97	139	37	65	104	12	25	67	89	1171	2070		

NOTE.—In the table on p. 18 of this Report an error occurs, (as will be seen by a comparison with this table) in the numbers under the head of "Grammar Schools," for the year 1849. The number of males should be 89; of females 82—total, 171; causing an addition to the grand total of 20 males and 13 females—making the sum 2772, instead of 2739. That table is believed otherwise to be correct.

\* About one third of the whole number of certificates have been issued from the Main School,—showing the utility of the law requiring certificates, in its application to foreign children.

TABLE

*Showing the No. of scholars, male or female, sent to the High School, from the several GRAMMAR Schools, from 1836 to 1851, inclusive.*

## D.

SCHOOL AT THE POOR FARM.—(SEE P. 20.)

*Lowell, December 15th, 1851.*

JOHN B. McALVIN, Esq.

*Dear Sir* :—Your favor of second instant, asking my opinion, whether the school at the Poor-farm comes under the charge of the School Committee, was duly received.

I have examined and considered the subject, and am of the opinion that the school at the Poor-farm does *not* come under the charge of the School Committee.

By the 12th Section of the Charter, it is provided that the School Committee,—“shall have the same powers and perform the same duties, as are by law vested in and required of the School Committees of towns and school districts in this Commonwealth.” To ascertain what powers and duties are vested in the Committee, you are referred to the Revised Statutes, chap. 23, Sec. 10,—I find it provided, that the Committee—“ shall have the general charge and superintendance of all the *public* schools in such town.” The question then presents itself: What is a *public* school? and is the school at the Poor-farm a *public* school, within the true intent and meaning of the law? or is it in its nature a *private* school?

These are the questions that present themselves to any mind, in considering this question. Now I suppose a public school is supported at the public charge, for the benefit of all the children of the city, to be resorted to by them at pleasure, under certain proper regulations, allowed by law. Is the school at the Poor Farm such a school? Is it not in fact a private school, supported it is true, at the public charge, but for the private benefit of the pauper children of the city? It seems to me that it is. I understand that no children are admitted to the school, except the pauper children: that no return is made of this school in the annual return made to the State: and that no part of the school fund is taken for its support.

Respectfully, yours truly,

ISAAC S. MORSE, *Solicitor.*

## E.

To the following series of questions, answers were returned, in writing, from the respective Sub-Committees of the Grammar and Primary Schools, at the commencement of the year. A summary of the answers—in general, the entire answer—is given.\*

N. B. For convenience, the following abbreviations are used—  
GRAM. for Grammar Schools ; PRIM. for Primaries.

Returns were made from the 9 Grammar Schools, and from the 46 Primaries.

#### QUESTIONS REGARDING THE TEACHERS.

1. Do they attend at the School, daily, 10 minutes before opening the School?

GRAM.—All, yes ; PRIM.—36, yes ; 6, not satisfactory ; 2, five minutes ; 2, no answer.

2. Do they introduce the morning session with prayer and reading of the Scriptures?

GRAM.—All say yes ; 1 “applies” the reading ; 2, Lord’s Prayer. PRIM.—39, yes ; 5, pray (2 Lord’s Prayer) 2, no answer.

3. Do they have proper oversight of the scholars, at recess, and out of School?

GRAM.—6, yes ; 1, probably ; 1, “tries ;” 1, “thinks so.” PRIM.—35, yes ; 7, “thinks so ;” 3, no answer ; 1, “tries ;” 1 “is found fault with for doing so.”

4. Do they have care of the public buildings and appurtenances?

GRAM.—6, yes ; 1, no ; 1, no answer ; 1, “not the appurtenances.” PRIM.—39, yes ; 6, no answer ; 1, “some.”

5. Do they attend to ventilation?

GRAM.—All, yes ; 1, partially ; 3, some ; 1, not at all ; 1, no answer.

How?

GRAM.—All, ventilators and windows. PRIM.—45, ventilators, windows, doors, &c. ; 1, no answer.

6. Is the rule regarding vaccination strictly enforced?

GRAM.—All, yes. PRIM.—42, yes ; 1, no ; 3, no answer.

\* The answers, to a considerable extent, were taken from the teachers themselves.

7. Do they keep a record of certificates for the mill?

GRAM.—All, yes. PRIM.—39, yes; 1, no; 3, "no occasion;" 3, no answer.

8. Are scholars allowed to go home in school-hours, except for sickness, without request from the parents?

GRAM.—8, no; 1, "excuse afterward." PRIM.—40, no; 1, yes; 1, unsatisfactory; 1, "a few cases;" 3, no answer.

9. Do the teachers ever visit other schools of the same grade, for information?

GRAM.—6, yes; 1, "occasionally;" 1, "not often;" 1, "the Principal." PRIM.—36, yes; 3, no; 1, "occasionally;" 3, "not often;" 3, no answer.

10. Do they keep any private school or class? if so, what and where?

GRAM.—8, no; 1, "at the free chapel." PRIM.—41, no; 1, "music in summer;" 4, no answer.

11. Are there any scholars under 4 years of age?

PRIM.—38, no; 2 have two scholars; 3 have one; 1, "none known;" 2, no answer.

12. How many children in the Primaries over 7 years of age?

In 43 schools, 1028; 3, no answer.

13. Are there any cases of particular irregularity, tardiness or truancy? Specify, if necessary.

GRAM.—3, no; 1, only one; 1, one truant; 1, not many; 1, four cases; 1, two cases; 1, no answer. PRIM.—28, no; 1, one or two cases; 6, one truant; 1, three or four Irish; 3, some tardy; 1, two tardy; 1, one boy; 2, one case; 2, no answer; 1, "many tardy, usually 15 minutes; the parents dine late—respectable families. What can be done?"

14. Is profaneness, indecency, contention, or any particular vice or improper conduct common, and to what extent?

GRAM.—8, no; 1, rare. PRIM.—31, no; 7, no answer; 2, not much; 1, not often; 1, cannot tell; 1, one boy; 1, none lately; 1, unsatisfactory; 1, "one addicted to fighting."

15. Are any indecent or improper books or prints found among the scholars?

GRAM.—6, no; 1, not often; 1, one case; 1, no answer. PRIM.—42, no; 3, no answer; 1, one boy.

16. What is the whole number of scholars, male or female, belonging to the school? Average attendance? See the tables.

17. Is the school crowded?

GRAM.—6, yes; 2, no; 1, no answer. PRIM.—34, no; 5, yes; 2, full; 1, not enough seats; 4, no answer.

18. Is the classification judicious and satisfactory?

GRAM.—7, yes; 1, not very; 1, no answer. PRIM.—29, yes; 3, unsatisfactory; 3, thinks so; 3, in the main; 1, tolerably; 1, not perfectly; 1, irregular; 5, no answer.

## SCHOOL DISCIPLINE.

19. Is corporal punishment used?

GRAM.—7, yes; 2, no answer. PRIM.—37, yes; 3, seldom; 3, very little; 2, sometimes; 1, no.

To what extent?

GRAM.—5, no answer; 1, "as much as the case requires;" 1, ten a week; 1, one a day; 1, very often. PRIM.—24, no answer; 1, not often; 1, once in two or three weeks; 3, often; 1, considerably; 1, one a day; 1, not one a day; 1, two a day; 3, one per week; 2, seldom; 1, — times a day; 1, five or six a term; 3, cannot tell; 1, three times a month; 1, sometimes; 1, cannot be exact.

With what?

GRAM.—4, no answer; 2, rule; 1, ferule generally; 1, raw hide and ratan; 1, rule and green hide. PRIM.—13, no answer; 11, rule; 2, rule, strap, &c.; 2, rule &c.; 1, rod and rule; 1, small rod; 1, ferule; 1, stick and rule; 5, strap; 1, rule, whalebone, &c.; 3, whalebone; 1, strap and ratan; 1, stick; 1, ratan on the hand; 1, strap and "snaps the ears;" 1, strap and stick.

20. Are there any difficult cases of discipline?

GRAM.—5, no; 3, no answer; 1, two cases. PRIM.—40, no; 2, no answer; 2, two cases; 1, three or four, 1, one or two.

21. What particular methods of discipline, good or bad, are adopted, worthy of notice?

GRAM.—4, no answer; 1, "loafer's saloon;" 1, none; 2, indifferent; 1, "too much use of the rule; but less;" PRIM.—18, no answer; 12, none; 1, "rational and discreet;" 1, "requires scholars to stand up;" 6, "various ways;" 1 deprives of recess; 2, well trained; 1, "washes the face in cold water and dips the head in a pail;" 1 none in particular; 1, puts a bonnet on whisperers; 1, "writes the name on a slate; three marks are punished by striking once;" 1, uses successfully general exercises.

22. Are young children made to hold up weights &c.?

GRAM.—7, no; 2, no answer. PRIM.—42, no; 3, no answer; 1, "tried a book."

23. Do the teachers call on the parents in case of difficulty?

GRAM.—4, yes; 3, no; 1, seldom; 1, no answer. PRIM.—33, yes; 2, not often; 4, "no occasion;" 3, no; 1, some; 3, no answer.

24. Is there evidence of a satisfactory tone of order, manners, and morals in the school?

GRAM.—7, yes; 1, tolerable; 1, no answer. PRIM.—38, yes; 1, thinks so; 5, unsatisfactory; 1, not much; 1, not strict.

## BOOKS AND STUDIES.

25. Are all the scholars provided with books?

GRAM.—8, yes; 1, no answer. PRIM.—36, yes; 3, no; 2, not all; 1, one boy not; 1, two or three not; 1, four not; 1, nearly all; 1, no answer.

26. Are any school-books used besides those prescribed?

GRAM.—7, no; 1, yes; 1, no answer. PRIM.—44, no; 2, no answer.

27. Is due attention paid to the several studies prescribed?

GRAM.—6, yes; 1, probably; 2, no answer. PRIM.—28, yes; 5, "thinks so;" 5, unsatisfactory; 1, generally; 1, not fully; 1, no; 2, probably; 1, clearly neglected; 2, no answer.

28. Is drawing practiced in the Primaries?

PRIM.—19, yes; 16, no; 1, it was; 9, some; 1, no answer.

Is any provision needed for it?

PRIM.—15, yes; 8, no; 2, a black board; 2, a table; 1, room; 1, charts; 1, dividers; 1, a drawing book; 1, a map; 14, no answer.

29. Notice the Penmanship. Is the system satisfactory?

GRAM.—7 yes; 1 thinks so; 1 no answer.

30. Is declamation ever practised?

GRAM.—5 no; 1 seldom, 1 not much; 2 no answer. PRIM.—16 no; 6 yes; 2 some; 1 not often; 21 no answer.

31. Are exercises in composition ever required in the Grammar Schools, in connexion with particular studies, as Geography, Physiology, &c.?

GRAM.—6 no; 1 yes; 2 no answer.

32. Is the drawing of maps on black-boards, or on paper practised?

GRAM.—5 no; 1 some; 1 not often; 2 no answer. PRIM.—17 no; 12 no answer; 9 yes; 3 some; 2 unsatisfactory; 1 on paper; 1 on slate; 1 not this term.

33. In Geography, are the scholars taught to have actual impressions of the relations of countries and places?

GRAM.—5 yes; 1 no; 1 unsatisfactory; 1 "tries;" 1 not much. PRIM.—24 yes; 10 no; 7 "try to;" 2 unsatisfactory; 1 wants attention; 2 no answer.

34. Do the teachers explain the principles in Mathematics?

GRAM.—all yes. PRIM.—26 yes; 1 some; 2 "try to;" 3 not enough; 2 tolerably; 10 no answer; 1 "as far as I can;" 1 "not evident."

35. In reading, is there a full voice, distinct articulation, emphasis and varied expression?

GRAM.—6 yes; 1 not satisfactory; 1 in general; 1 not generally. PRIM.—18 yes; 6 no; 1 in general; 1 tolerably; 6 un-

satisfactory ; 2 "try;" 2 "medium;" 1 considerably ; 3 fair ; 1 not much ; 1 not enough ; 1 good ; 3 no answer.

36. Are the powers of the letters taught or practised in the Grammar or Primary Schools?

GRAM.—6 yes ; 2 no ; 1 "not been taught." PRIM.—22 yes ; 11 no ; 3 no answer ; 1 unsatisfactory ; 6 some ; 1 not much ; 1 begins ; 1 first class.

Is any provision existing for teaching them ?

GRAM.—4 yes ; 2 no ; 1 Spelling-book ; 1 Tables in Reader ; 1 no Chart. PRIM.—17 no ; 11 yes ; 3 "Charts;" 6 no answer ; 5 Spelling-book ; 1 "none;" 2 "no Charts;" 1 "little."

37. Is needle-work or knitting ever practised in the Primaries?

PRIM.—38 no ; 1 yes ; 1 at recess ; 2 some ; 4 no answer.

38. Would it be practicable ?

PRIM.—22 no ; 9 yes ; 1 in some classes ; 1 in young classes ; 1 thinks not ; 1 depends on size of school ; 11 no answer.

### MODES OF TEACHING.

39. Do the Primary Teachers confine their instruction to the book, or teach orally ?

PRIM.—29 use both ; 1 book ; 2 yes ; 4 book chiefly ; 3 unsatisfactory ; 1 deficient in oral teaching ; 2 teach orally ; 1 much orally ; 3 no answer.

40. What is the Teacher's opinion of oral teaching ?

GRAM.—1 some necessary ; 1 highly ; 1 thinks well ; 3 favorable ; 3 no answer. PRIM.—7 favorable ; 5 necessary ; 1 not much ; 3 good ; 3 important ; 10 no answer ; 2 indispensable ; 9 well ; 2 highly ; 1 very good ; 1 very good thing ; 1 pretty good ; 1 very well.

41. Is there vivacity in the teaching ?

GRAM.—4 yes ; 1 tolerable ; 1 considerable ; 1 unsatisfactory ; 2 no answer. PRIM.—27 yes ; 7 no answer ; 3 unsatisfactory ; 4 considerable ; 2 no ; 1 thinks so ; 1 some ; 1 pretty good.

42. Is sufficient attention paid to the younger classes ?

GRAM.—3 yes ; 1 no ; 1 not quite ; 4 no answer. PRIM.—31 yes ; 4 unsatisfactory ; 3 thinks so ; 1 no ; 1 says yes ; 1 not much ; 5 no answer.

43. Does the teacher adopt any original or peculiar methods of instructing and interesting the scholars ?

GRAM.—3 no answer ; 1 none ; 1 no ; 1 yes ; 1 manual exercises and repeating proverbs ; 1 spell with slate ; 1 all he says he is capable of. PRIM.—17 no ; 11 no answer ; 6 yes ; 1 thinks not ; 1 defective ; 4 variety of exercises ; 1 no, but successful ; 1 general exercises happy ; 1 all she can ; 3 none to speak of.

44. Are the manners of the Teacher satisfactory ?

GRAM.—7 yes; 1 generally; 1 no answer. PRIM.—34 yes; 1 quite; 1 no; 4 unsatisfactory; 1 tolerably; 1 medium; 4 no answer.

### PHYSICAL TRAINING.

45. Is physical training attended to?

GRAM.—5 no; 1 “only what they do of themselves;” 2 yes; 1 no answer. PRIM.—24 yes; 5 not satisfactory; 5 some; 1 not lately; 4 no; 2 not much; 5 no answer.

46. What is the posture of the scholars in study?

GRAM.—2 various; 2 erect; 2 erect generally; 1 no particular posture; 2 no answer. PRIM.—1 tolerably good; 7 various; 2 not attended to; 2 generally good; 7 erect; 1 erect and natural; 2 none fixed; 1 some attended to; 1 easy; 4 good; 1 none in particular; 1 good as usual; 2 all postures; 1 frequent changes; 1 can't answer; 12 no answer.

47. What is the condition of the school-house and scholars in respect to cleanliness?

GRAM.—all good. PRIM.—31 good; 3 very good; 1 not good; 3 unsatisfactory; 4 pretty good; 1 medium; 2 fair; 1 no answer.

48. In the Primaries, do the children have change of posture and frequent recess?

PRIM.—29 yes; 2 no; 7 unsatisfactory; 8 no answer.

49. Are the children required to fold their arms when in order?

GRAM.—2 yes; 1 cross; 2 no; 4 no answer. PRIM.—33 no; 5 yes; 1 unsatisfactory; 1 sometimes; 6 no answer.

50. Are there any active exercises in the school?

GRAM.—3 no; 2 yes; 4 no answer. PRIM.—25 yes; 2 some; 9 no; 2 not much; 1 unsatisfactory; 7 no answer.

51. Is the ventilation defective?

GRAM.—2 no; 7 yes. PRIM.—28 yes; 13 no; 1 not particularly; 4 no answer.

52. Is the heating apparatus satisfactory?

GRAM.—7 yes; 1 (?); 1 bad. PRIM.—40 yes; 3 no; 2 no answer; 1 stove old.

53. Is there deficiency of accommodation in the school-house?

GRAM.—3 yes; 3 no; 3 no answer. PRIM.—37 no; 5 yes; 1 a closet; 3 no answer.

54. Is there any thermometer in the school?

GRAM.—all yes. PRIM.—39 no; 6 yes; 1 no answer.

### GENERAL ENQUIRIES.

55. Is the Register well and carefully kept? Is there care to have the returns exact?

GRAM.—all yes. PRIM.—41 yes; 2 not very; 3 no answer.

56. Is the attendance on the whole improving?

GRAM.—5 yes; 1 good; 3 no answer. PRIM.—15 yes; 7 the same; 3 no; 2 fair; 2 sickness; 1 good; 1 unsatisfactory; 15 no answer.

57. Are there any particular causes affecting the attendance?

GRAM.—4 no answer; 3 no; 2 sickness. PRIM.—21 no; 10 sickness; 6 kept at home, or at work; 3 distance; 6 no answer.

58. Do the parents and the public often visit the school?

GRAM.—1 yes; 2 no; 2 not often; 1 considerably; 1 once in a quarter. PRIM.—15 yes; 10 not often; 14 no; 5 occasionally; 1 a few; 1 at examination; 2 no answer.

59. Is singing practised in the Primaries?

PRIM.—38 yes; 1 no; 7 no answer?

60. Can the Teacher sing?

20 yes; 4 no; 3 some; 2 not well; 17 no answer.

61. What is the condition of the school-house?

GRAM.—4 good; 2 pretty good; 1 fair; 2 no answer. PRIM.—27 good; 1 very good; 2 not satisfactory; 4 pretty good; 2 need paint; 1 not good; 4 fair; 1 old; 4 no answer.

62. Are the yards and appurtenances, by the Committee's inspection, in proper condition?

GRAM.—all bad. PRIM.—19 yes; 4 bad; 4 yards wet and muddy; 5 unsatisfactory; 6 no answer; 2 no; 2 pretty good; 2 good; 1 needs repair; 1 filthy.

63. Are any repairs or accommodations needed?

GRAM.—4 yes; 2 no; 3 no answer. PRIM.—10 yes; 20 no; 11 no answer; 1 shingling; 2 a walk; 1 paint; 1 yard filled.

64. What apparatus is provided?

Returns were made to this inquiry; and the sum of \$200 was appropriated by the city authorities to furnish the Grammar Schools with globes, and the Primaries with alphabet charts.

65. Are the globes, maps, charts, &c., used by the Teachers?

GRAM.—5 yes; 1 some; 1 the maps; 2 no answer. PRIM.—32 yes; 1 unsatisfactory; 1 says so; 1 maps; 2 some; 2 no; 7 no answer.

66. Is any apparatus needed?

GRAM.—4 a globe; 1 maps; 1 yes; 3 no answer. PRIM.—18 a globe; 1 globe, black-board and maps; 6 globe and letter chart; 7 yes; 6 no answer; 2 no; 5 letter-chart; 1 globe, numeral and drawing-tables.

#### MORAL TRAINING, &c.

67. What degree of attention is paid to moral education?

GRAM.—4 no answer; 1 a good degree; 1 "example and precept;" 3 considerable. PRIM.—14 no answer; 7 considerable; 1 not much; 1 daily; 1 as time allows; 8 good; 1 satisfactory;

1 not satisfactory ; 3 various ; 1 tolerable ; 2 frequent training ; 1 all she can ; 1 none too much ; 1 tries ; 1 as occasion requires ; 1 she says considerable ; 1 medium.

68. Do the Teachers use occasions and examples to enforce moral lessons?

GRAM.—6 yes ; 1 some ; 2 no answer. PRIM.—35 yes ; 6 no answer ; 2 seek to ; 2 sometimes ; 1 not often.

69. What, on the whole, is the general character of the school, and the efficiency of its management and instruction.

GRAM.—5 good ; 1 doing well ; 1 improving ; 1 may be improved in order and studies ; 1 no answer. PRIM.—14 good ; 2 well-managed ; 4 very good ; 1 prospering ; 3 tolerable ; 2 improving ; 1 superior ; 1 stationary ; 3 good in the main ; 3 fair ; 1 slow progress ; 2 favorable ; 1 encouraging ; 1 unsatisfactory ; 1 needs improvement ; 6 no answer.

70. Are there any essential defects, requiring a careful inspection by the Ward Committee?

GRAM.—4 no ; 1 some ; 2 think not ; 2 no answer. PRIM.—34 no ; 1 think not ; 1 thinks there are ; 1 slight ; 9 no answer.

## F.

### CLOSING EXAMINATION.

The following are the questions submitted to the Grammar and High Schools, December, 1851. The accompanying Tables, show the per centage of correct answers. For the number of pupils examined and their respective ages in each school, as well as the relative rank of each Grammar School based on this examination, the reader is referred to the body of the Report, page 42.

### ARITHMETIC.

1. Write down fifty-seven billions, fifty-nine millions, ninety-nine thousand and forty seven.

2. John Smith bought 28 yards of cloth, at \$5.67 per yard ; and having lost nine yards, he sold the remainder at \$9.43 per yard. Did he gain or lose — and how much ?

3. If one acre of land produce 27 bushels, 3 pecks, 6 quarts, 1 pint, of corn, what will 98 acres, 16 rods, produce ?

4. What is the difference between Vulgar and Decimal Fractions?

5. Multiply twenty-six, and one hundred and five ten thousandths by forty-five thousandths, and divide that product by nine tenths.

6. Find the sum and difference of these quantities,— $\frac{3}{8}$  of  $5\frac{1}{2}$ , and  $5\frac{1}{4}$  divided by  $2\frac{1}{3}$ .

7. If a staff  $5\frac{2}{3}$  feet in length cast a shadow  $6\frac{1}{2}$  feet, how high is that church spire whose shadow measures  $153\frac{3}{4}$  feet?

8. How many cords of wood are there in a pile measuring 18 feet 9 inches long, 4 feet six inches wide, and 7 feet 3 inches high?

9. What is the difference between ratio and proportion?

10. What is the difference between the discount and interest of a Note of \$150, on 7 months time?

SCHOOLS.	QUES.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	MEAN pr.ct.
Edson,	.90	.76	.12	.40	61	.08	.07	.11	.01	.02	.31	
Hancock,	.83	.81	.09	.40	37	.30	.07	.11	.00	.00	.30	
Washington	.77	.80	.02	.85	.67	.23	.08	.16	.46	.13	.42	
Franklin,	.86	.93	.06	.00	.49	.01	.00	.00	.00	.00	.23	
Mann,	.48	.58	.16	.07	.35	.09	.03	.04	.00	.00	.18	
Adams,	.86	.78	.16	.30	.28	.10	.00	.06	.11	.02	.26	
Moody,	.42	.71	.15	.57	.71	.28	.16	.12	.44	.06	.36	
Green,	.86	.82	.17	.50	.47	.20	.00	.07	.30	.00	.34	
Colburn,	.62	.63	.18	.81	.30	.18	.14	.10	.30	.09	.33	
Varnum,	.67	.79	.20	.39	.47	.22	.26	.18	.11	.12	.34	
Mean per ct	.72	.76	.13	.43	47	.17	.08	.09	.17	.04	.31	

## GRAMMAR.

1. How many sounds has *A*? and give an example of each.  
 2. What classes of words should commence with capital letters?

3. Write the plural of these nouns—Sheaf, Radius, Index, News, Phenomenon, Axis, Navy.

4. What is the difference between the imperfect tense, and the present perfect tense?

5. Copy the following sentences, correcting whatever errors there may be in them. “Let John and I have what was laying on the table.” “I had rather go to school to-day than to stay to home.” “I see the man when he done it.” “Who did you see, It was him.”

6. When is *As* a relative pronoun ; — when an adverb ; and when a conjunction ?
7. What parts of speech govern the Infinitive Mood ?
8. What is the difference between an Adjective and an Adverb ?
9. Give an example of a Transitive, Intransitive, Auxiliary, Irregular, Defective, and Impersonal Verb.
10. What is the passive voice, indicative mood, future perfect tense, third person plural of the verb *to teach* ?

SCHOOLS.	QUES.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	MEAN pr.ct.
Edson, - -	.96	1.00	.24	.22	.32	.23	.86	.90	.23	.03	.50	
Hancock, -	1.00	.98	.68	.98	.50	.63	.91	.96	.82	.49	.79	
Washington, -	.90	.97	.31	.41	.27	.52	.82	.95	.60	.27	.60	
Franklin, -	.90	.96	.63	.43	.39	.30	.91	.89	.38	.06	.58	
Mann, - - -	.32	.43	.11	.02	.17	.10	.57	.86	.06	.04	.27	
Adams, - - -	.72	.55	.26	.39	.35	.26	.79	.86	.23	.07	.45	
Moody, - - -	.84	.98	.46	.52	.39	.64	.94	.99	.61	.59	.69	
Green, - - -	.95	.89	.30	.25	.28	.14	.92	.79	.27	.10	.49	
Colburn, - - -	.83	.92	.18	.24	.31	.25	.83	.77	.56	.15	.51	
Varnum, - - -	.77	.88	.52	.50	.40	.53	.88	.83	.70	.14	.61	
Mean per ct.	.82	.85	.37	.40	.34	.36	.84	.88	.44	.19	.55	

## GEOGRAPHY.

1. Name the distance and direction of Washington from here.
2. What are three of the highest mountains in this State ; three of the highest in the United States ; and also three of the highest in the world ?
3. Mention the most important minerals in the world, and the principal countries where found ?
4. What are the principal exports from Africa ?
5. Draw an outline Map of Massachusetts, noting the localities and names of its three largest rivers ; of its three largest commercial, and its three largest manufacturing places ?
6. What are the present forms of Government severally of England, France and Russia ?
7. What are the principal productions of the Torrid Zone ?
8. What natural peculiarities distinguish the Geography of the Western from that of the Eastern Continent ?
9. What two motions has the earth, and what do they respectively cause ?
10. What is the difference between a *savage* and a *civilized* nation ?

SCHOOLS.	Quest 1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	9th.	10th.	Mean Per Cent.
Edson, - - - - -	.68	.88	.75	.57	.35	.94	.67	.49	.86	.49	.67
Hancock, - - - - -	.67	.73	.61	.46	.48	.56	.62	.18	.89	.41	.56
Washington, - - - - -	.50	.65	.35	.23	.37	.63	.62	.16	.97	.44	.50
Franklin, - - - - -	.38	.72	.47	.34	.23	.74	.49	.47	.59	.26	.46
Mann, - - - - -	.04	.42	.33	.22	.04	.26	.46	.12	.69	.16	.28
Adams, - - - - -	.35	.49	.47	.27	.15	.28	.43	.10	.57	.23	.33
Moody, - - - - -	.34	.68	.56	.32	.30	.81	.67	.08	.88	.40	.55
Green, - - - - -	.78	.71	.64	.57	.19	.72	.55	.20	.85	.30	.55
Colburn, - - - - -	.52	.68	.48	.22	.16	.48	.72	.28	.86	.18	.46
Varnum, - - - - -	.60	.55	.49	.26	.13	.69	.69	.01	.80	.30	.45
Mean per cent. - - - - -	.56	.65	.52	.35	.24	.61	.59	.21	.79	.32	.48

## WORDS IN SPELLING.

Leisure,	Tenement,	Conscience,	Peaceable,
Bureau,	Jealousy,	Malicious,	Sheriff,
Relieve,	Deceitful,	Sieve,	Ratan,
Business,	Guile,	Erysipelas,	Politician,
Wednesday,	Eligible,	Scholar,	Bass-viol,

SCHOOLS.	PER CENT.	SCHOOLS.	PER CENT.
Edson.....	.72	Moody.....	.71
Hancock.....	.80	Green .....	.68
Washington.....	.72	Colburn.....	.69
Franklin.....	.62	Varnum.....	.62
Mann.....	.67		
Adams.....	.68	Mean per cent.....	.69

## HIGH SCHOOL.

	MALE DEPARTMENT					FEMALE D'P'R'TMENT					Mean per cent. Male and Female.
	Arith	Gr.	G'y	Spell	Tot.	Arith	Gr.	G'y	Sp'll	Tot.	
Quest. 1,	.83	.90	.51	.78	.75	.96	.90	.59	.83	.82	.78
2,	.76	1.00	.52	—	.76	.85	1.00	.58	—	.81	.78
3,	.40	.70	.50	—	.60	.44	.80	.60	—	.67	.63
4,	.63	.74	.53	—	.67	.85	.83	.44	—	.75	.71
5,	.62	.39	.35	—	.53	.71	.64	.32	—	.62	.57
6,	.50	.45	.86	—	.65	.56	.68	.74	—	.70	.67
7,	.27	.88	.68	—	.65	.20	.96	.64	—	.66	.65
8,	.44	.98	.24	—	.61	.21	.98	.27	—	.57	.59
9,	.24	.78	.78	—	.64	.17	.85	.81	—	.66	.65
10,	.09	.60	.32	—	.45	.19	.53	.55	—	.52	.48
Mean per Cent.	.47	.74	.53	.78	.63	.51	.82	.55	.83	.68	.66

## TABLE G.

*Relating to the organization of SCHOOL COMMITTEES, in the several cities of Massachusetts, in 1851.*

CITIES.	Number of Schools.	Whole number of Teachers.	Number of acting Committee.	Members ex officiis.	Number of Wards.	Number chosen from each Ward.	Number chosen at large.	Number of Teachers to each acting Committee-man.
Boston, - - - - -	212	353	214*	2	12	2		1.6
Lowell, - - - - -	60	103	6	9	6	1		17.1
Salem, - - - - -	29	36	19	2	4	4	3	3.3
Roxbury, - - - - -	36	66	19	1	8	2	3	3.4
Charlestown, - - - -	34	57	12	1	3	4		4.7
New Bedford, - - - -	28	58	18	1	6	3		3.2
Cambridge, - - - - -	32	46	7	1				6.5
Lynn, - - - - -	34	43	13	2				3.3
Worcester, - - - - -	34	54	24	1	8	3		2.2
Newburyport, - - - - -	23	30	12		6	2		2.5
Average, . . . . .								4.7

From the above, it will be seen, that, while the mean number of teachers under the supervision of each member of the Committee, in the 10 cities of the State, is four and seven-tenths, in Lowell, the average number to each, is over 17. This arises from the fact, that while, nominally, our School Committee consists of 15 members, the actual and proper duties of a Superintending Committee are vested in six persons.

By a reference to the above Table, it will be noticed, that of the 10 cities in Massachusetts, in five, the Mayor, and in three others, the Mayor and President of the Common Council are members of the School Committee *ex officiis*.

The evident design of this arrangement is, to afford a direct and

\* The School Committee (24) of Boston, chosen by the Wards, are called the "Grammar School Committee," and have charge of the 22 Grammar Schools, with the two High Schools. They also appoint annually (in January) the "Primary Committee,"—now consisting of 190 gentlemen, who have the entire charge of the 189 Primary and Intermediate Schools. It is understood that the members of this Primary Committee are chosen from all parts of the city and "from all parties in politics and all sects in religious views," and when once appointed, generally remain in office for years, unless they decline or prove remiss in duty.

convenient communication between the School Committee and the City Government.

In Lowell, the Mayor and *Aldermen*, constituting 9 persons, are members *ex officiis*; and thus compose a majority of the Board. The six members elected by the wards, are made by the regulations a *Sub-Committee*, and are charged with all the visitorial duties of the School Committee, as defined by law. Yet in the appointment of teachers, adoption of school books, and introduction of rules and regulations for the schools, they have only a recommendatory power, the final action being reserved to the whole board. Lowell is the only city, where the powers of the acting School Committee are thus limited and controlled.

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### SALARIES OF TEACHERS.

HIGH SCHOOL,—Principal,	-	-	-	\$1,100 per annum.
Female Department,	-	-	-	600   "   "
Three Male Assistants, each,	-	-	-	800   "   "
Female Assistant,	-	-	-	350   "   "
Teacher of Penmanship, &c.,	-	-	-	700   "   "
Teacher of Music, with Piano,	-	-	-	160   "   "
			<hr/>	\$5,310
Ten GRAMMAR SCHOOLS,—Principals, each,	-		800	
Twenty-eight Female Assistants, each,	-		225	
Five Writing-Masters, each,	-	-	600	
Teacher of Music, with Piano,	-	-	800	
		<hr/>		18,100
Three INTERMEDIATE SCHOOLS,—Principals, each,	300			
Three Assistants, each,	-	-	200	
		<hr/>		1,500
Forty-six PRIMARY SCHOOLS,—each Teacher,	-	250		11,500
Whole amount of Salaries for the year,	-	-	<hr/>	\$36,410

S U M M A R Y  
OF THE  
**ANNUAL RETURNS**  
OF THE  
LOWELL PUBLIC SCHOOLS,  
DECEMBER, 1851.



Intermediate		L. A. Legate, Principal.....												
No. 1.	Lewis st..	Males .146	•68	.55	•144	.2	•144	.2	•6	.46	•3	.5	•3	
		Femls .94	.240	.34	.28	.92	.2	.92	.2	.22	•1	.19	•5	
No. 2.	E. Merri'k.	Mary Gillis, Principal.....	Males .85	.66	.47	.85	•	.36	•6	.60	•16	•4	•6	
		Femls .61	.146	.48	.33	.58	.3	.27	.2	.7	.38	•4	1	
No. 3.	Middle st..	Mary A. Beard, Principal.....	Males .70	.63	.51	.70	•	.29	•10	.4	.2	.11	•3	3
		Femls .67	.137	.58	.44	.67	•	.30	•6	.2	.3	•1	1	
Primary.		Sarah J. Davidson,.....												
No. 1.	Middle st..	Males .63	.34	.26	.10	.54	•	.10	.61	•	.10	.12	•4	
		Femls .73	.136	.44	.29	.12	.59	•	.12	.73	•9	.9	•3	
No. 2.	School st..	Lucy Anne Hill,.....	Males .24	.22	.15	.1	.20	•	.2	•	.5	•3	•1	3
		Femls .42	.66	.27	.19	.13	.32	•1	•1	.15	.3	•1	5	1
No. 3.	Paige st..	Ellen B. Sargent,.....	Males .69	.47	.30	.21	.48	•	.2	.8	•15	.2	•1	3
		Femls .48	.117	.31	.13	.13	.35	•1	•1	.15	.3	•1	5	1
No. 4.	Centre st..	Emily G. Woodward,.....	Males .64	.37	.35	.25	.59	•	.1	•1	•20	.7	•3	1
		Femls .60	.124	.44	.32	.3	.57	•	•1	•13	.5	.13	•5	1
No. 5.	Ham. corp.	Hannah C. Kittredge,.....	Males .75	.44	.33	.40	.55	•1	•4	.18	•1	.11	.18	•4
		Femls .65	.140	.36	.27	.55	.45	•	.2	.10	.18	•8	•10	2
No. 6.	Ham. corp.	Mary A. Dennis,.....	Males .70	.39	.29	.16	.54	•	.4	.10	•16	•8	•8	7
		Femls .68	.138	.38	.28	.18	.49	•1	•2	•9	•1	.18	•7	5
No. 7.	Ham. corp.	Josephine Soule,.....	Males .52	.55	.26	.13	.39	•	.4	.6	•12	.5	•10	8
		Femls .62	.114	.39	.28	.21	.41	•1	•4	•8	•1	.16	•7	1
No. 8.	Mech'ic st.	Harriet A. Dow,.....	Males .70	.45	.40	.14	•	•	•	•1	.12	•7	•16	9
		Femls .76	.146	.31	.20	.20	•	•	•1	.10	•6	•14	13	2
No. 9.	Church st.	Susan E. Boydell,.....	Males .51	.35	.27	.6	.45	•	•8	•12	•7	•7	9	1
		Femls .49	.100	.27	.19	.15	.34	•	•5	•6	•2	•10	2	2
No. 10.	Race st....	Martha A. Neal,.....	Males .48	.30	.27	.12	.36	•	.2	.7	•20	.4	•7	7
		Femls .56	.104	.33	.28	.12	.44	•	.2	.5	•19	.10	•5	1
No. 11.	Cross st...	Jane U. Dennahy,.....	Males .42	.22	.21	.3	.40	•1	•9	.40	•1	.20	.5	2
		Femls .63	.105	.42	.39	.9	.44	•	.3	.44	•9	.7	1	9
No. 12.	Tilden st..	Eliza Merriam,.....	Males .50	.31	.26	.16	.34	•	•14	•5	•1	.4	11	2
		Femls .47	.97	.26	.15	.32	•	•16	•3	•13	•8	•2	12	

LIST OF NAMES OF TEACHERS.

### LOCATION.

•5

No. 27.	Church st..	Sarah A. Chase,.....	Males .46	.24	.18	.16	.22	.4	.14	.11	.10	.11	.1	.1
No. 28.	Grand st..	Emily M. Warren,.....	Femls .54	.100	.30	.15	.13	.21	.8	.10	.8	.12	.9	.5
			Males .58	.38	.32	.15	.43	.1	.1	.19	.2	.5	.8	.3
			Femls .55	.113	.33	.25	.15	.40	.1	.1	.20	.4	.4	.2
No. 29.	Middle st..	Harriet R. Spalding,.....	Males .84	.37	.22	.9	.75	.2	.34	.2	.12	.8	.16	.4
			Femls .65	.149	.31	.17	.4	.61	.3	.23	.7	.12	.18	.6
No. 30.	Mill st....	Eliza A. Noyes,.....	Males .50	.33	.29	.12	.47	.10	.34	.10	.14	.13	.8	.3
No. 31.	Powell st..	Sarah L. Gates,.....	Femls .59	.109	.28	.23	.8	.42	.6	.30	.10	.11	.7	.2
			Males .17	.11	.6	.13	.4	.10	.10	.10	.10	.10	.2	.3
No. 32.	Adams st..	Caroline Hale,.....	Femls .10	.27	.7	.5	.10	.10	.10	.10	.10	.10	.10	.3
			Males .74	.41	.31	.33	.41	.33	.41	.33	.41	.34	.6	.2
No. 33.	Church st..	Susan W. Beard,.....	Femls .63	.137	.49	.29	.18	.45	.18	.45	.22	.1	.6	.11
			Males .56	.37	.26	.10	.46	.7	.13	.7	.13	.7	.6	.5
No. 34.	Midd'x st..	Anna Maria Dennis,.....	Femls .51	.107	.32	.22	.10	.41	.5	.37	.3	.4	.4	.4
			Males .49	.29	.22	.20	.27	.20	.27	.1	.13	.9	.8	.11
			Femls .49	.96	.31	.24	.24	.25	.24	.25	.2	.17	.5	.1
No. 35.	E. Merrik.	Aurelia I. Howe,.....	Males .61	.29	.24	.14	.47	.1	.11	.8	.15	.6	.5	.3
			Femls .58	.119	.25	.22	.24	.34	.24	.34	.5	.18	.13	.8
No. 36.	Moody st..	Lorenza Haynes,.....	Males .55	.35	.23	.12	.43	.4	.5	.5	.18	.5	.12	.8
			Femls .54	.103	.31	.25	.12	.42	.2	.14	.23	.7	.10	.14
No. 37.	Fayette st.	Harriet Bradley,.....	Males .70	.28	.29	.4	.61	.7	.35	.7	.13	.16	.4	.5
			Femls .52	.122	.22	.20	.8	.44	.10	.23	.12	.11	.2	.3
No. 38.	Cabot st....	E. Wallingford,.....	Males .32	.18	.15	.7	.25	.8	.47	.8	.10	.3	.4	.6
			Femls .46	.78	.35	.24	.12	.34	.6	.51	.17	.4	.1	.4
No. 39.	Charles st.	Alcey Stevens,.....	Males .60	.38	.30	.10	.50	.6	.58	.8	.47	.9	.5	.4
			Femls .64	.124	.36	.28	.6	.58	.6	.51	.17	.2	.7	.2
No. 40.	Rock st....	Margaret R. Kittredge,.....	Males .42	.20	.20	.7	.35	.1	.31	.1	.16	.3	.7	.5
			Femls .36	.78	.25	.16	.15	.31	.1	.3	.15	.4	.3	.8
No. 41.	Fayette st.	Sarah P. Peaslee,.....	Males .67	.25	.18	.15	.52	.2	.8	.33	.36	.14	.6	.5
			Femls .88	.155	.40	.28	.22	.66	.11	.43	.38	.12	.14	.9
No. 42.	Lawre'ce st	Sophia L. Ober,.....	Males ..	.22	.21	.7	.33	.4	.21	.8	.7	.5	.6	.4
			Femls ..	.79	.31	.26	.9	.30	.5	.20	.14	.4	.10	.7

SCHOOLS.		LOCATION		NAMES OF TEACHERS.			
No. 43.	Cross st...	Anna M. Cummiskey,	Males Femls	.75 .65 .58	.48 .38 .32	.36 .29 .30	.8 .10 .11
No. 44.	Cross st...	Bridget Finegan,	Males Femls	.140 .114	.140 .28	.10 .14	.53 .49
No. 45.	Cross st...	Catharine Callaghan,	Males Femls	.63 .78	.141 .34	.60 .18	.60 .18
No. 46.	Rock st...	Fanny S. Hudson,	Males Femls	.47 .105	.20 .24	.15 .18	.8 .26
No. 47.	Chestnut st	Sarah H. Hale,	Males Femls	.50 .46	.39 .37	.33 .28	.13 .37
No. 48.	Tremont st.	Martha J. Hanscomb,	Males Femls	.72 .74	.146 .57	.33 .31	.7 .8
No. 49.	Fourth st.	Mary E. Ordway,	Males Femls	.51 .53	.104 .27	.29 .23	.6 .6

## NAMES OF TEACHERS NOT GIVEN IN THE TABLES.

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- HIGH SCHOOL.—J. S. Russell, Teacher of Mathematics,  
Jona Kimball, Teacher of Languages,  
E. W. Young, Teacher of Natural Sciences.  
C. H. Farnsworth, Teacher of Penmanship and  
Book-Keeping,  
I. N. Metcalf, Teacher of Vocal Music,  
Mary F. Morgan, Assistant in the Female Department.
- EDSON SCHOOL.—A. A. Morgan, S. E. Boyden, and A. C. Morgan,  
Assistants,  
A. B. Wilcox, Writing Master.
- HANCOCK SCHOOL.—J. M. Fletcher, M. E. Pike, and E. A. Warren,  
Assistants,  
J. B. Giles, Writing Master.
- WASHINGTON SCHOOL.—T. Hayward, J. Ordway, and J. C. Ward,  
Assistants,  
A. B. Wilcox, Writing Master.
- FRANKLIN SCHOOL.—E. T. Wright, E. J. Butterfield, and M. E.  
Colcord, Assistants,  
J. M. McCoy, Writing Master.
- MANN SCHOOL.—S. E. Tapley, E. A. D. Tapley, and J. Dow,  
Assistants,  
J. Coggswell, Writing Master.
- ADAMS SCHOOL.—S. A. Wetherbee, S. P. Wetherbee, and S. S.  
Bridge, Assistants,  
J. B. Giles, Writing Master.
- MOODY SCHOOL.—O. P. Eastman, L. M. Vaile, and L. A. Robbins,  
Assistants,  
W. C. Spalding, Writing Master.
- GREEN SCHOOL.—M. E. Wight, S. Toppan, and M. Bedlow,  
Assistants,  
J. M. McCoy, Writing Master.
- COLBURN SCHOOL.—E. Clement, M. E. Fletcher, and M. P. Norton,  
Assistants,  
W. C. Spalding, Writing Master.
- VARNUM SCHOOL.—E. Calef, Assistant.  
J. Coggswell, Writing Master,  
I. N. Metcalf, Teacher of Music, in all the  
Grammar Schools.
- INTERMEDIATE SCHOOL, No. 1.—S. A. Legate, Assistant.  
“ 2.—L. A. Bartlett “  
“ 3.—J. A. Edwards, “

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## ERRATA.

Page 5, table, 1837, 4th column, for 21, read 23 ; 5th col., for 19, read 27. 1845, 5th col., for 6, read 19; 8th col., for 13, read 20. 1846, 2d col., for 12, read 11; 5th col. etc., for "15, 15.5, 15" read 17, 16, 16; 1st col., for 1748, read 1848; 5th col., bottom, for 18, read 20. 23d page, 10th line, after "which," read "it." 28th page, 13th line, before "young," read "the." 43d page, 16th line, after "also," read "with one exception." 52d page, 25th line, before "for," read "in the same studies." 46th page, 12th line, after "Green," add "and Colburn;" 18th line, for 23, read 24; 27th line, for "number," read "percentage." 59th page, table, last col., spelling, for 63, read 93; Same col., Latin, for 39, read 36. 60th page, 13th line, for "table," read "tables." 61st page, 8th line, for 37, read 36. 66th page, 32d line, for "enquires," read "enquiries." 71st page, 19th line, after "year," read "in the High and Grammar Schools." 81st page, 1st table, 1850, 2d col., for 36.021, read 36.020; 2d table, last col., bottom, for 148, read 184; 1851, 10th col., for 8732, read 9078; 11th col., for 5,672, read 5,692; 12th col., for 4,347, read 4309. 85th page, 1839, 9th col., for 351, read 451; 11th col., for 770, read 870. 1844, 5th col., for 2872, read 2972; 6th col., 613, read 713; 8th col., for 1385, read 1484. 1845, 5th col., for 2864, read 2863; 9th col., for 591, read 611; last col., for 1201, read 1221. 1849, last col., for 1487, read 1481. 86th page, table, 1837, 3d col., for 1186, read 1187. 90th page, 1846, 7th col., for 16 read 6. 91st page, 23d line, for "any," read "my." 92d page, 30th line, after "yes," read "PRIM.—40 yes." 99th page, 27th line, for 42, read 41. 104th page, 3d line, for "constituting," read "consisting of;" 15th line, after "Department," read—"Principal."

N. B. Allusion has been made to table 2, 8th page, as "uncertain." Only the last three columns (the most important) are believed to be correct and reliable, as far as are the data, which are correctly taken from the school reports, except for 1851, which see at the end of the Appendix. The results of the table are not used in this Report.





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